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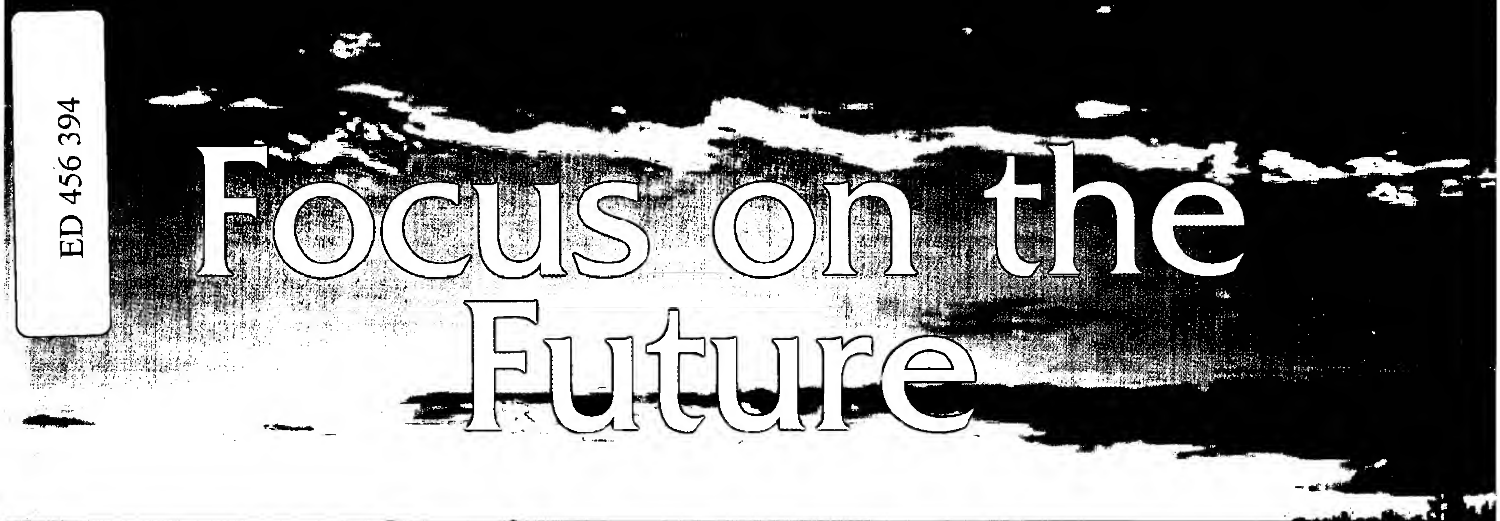
ABSTRACT

This book contains conference papers from the 2000 International Career Development Conference. The intent is to broaden the dissemination of the ideas presented at the conference, and to provide the authors with an international platform for communicating their ideas. The presentations include the following: (1) "Retaining Knowledge Workers: Connecting Individual Well-Being and Organizational Performance" (Deborah P. Bloch); (2) "Dancing through the Emotional Aspects of the Career Search" (Robert C. Chope); (3) "Mothers and Daughters: Connections, Curricula, and Careers" (Sally Gelardin, Stephanie Vandrick, and Dolores LaGuardia); (4) "21st Century Digital Resources for Career Planning across the Lifespan" (Mary Gumlia, Betty Hopperstad, and James Weston); (5) "Get the Balance Right" (Rebecca Jaurigue Haddock); (6) "Flexible Work Arrangement: Guiding Our Clients through the Maze" (Karen Hanen); (7) "Creating Lifespan Balance: Redefining Career Success and Reinventing Retirement" (Helen Harkness); (8) "Hand-Me-Down Dreams: Integrating Family Perspectives into Career Counseling" (Mary H. Jacobsen); (9) "Loving Them as They Are: Helping Parents Break the Cycle of Hand-Me-Down Dreams" (Mary H. Jacobsen); (10) "The Yoga of Work: Strategies for Right-Livelihood from the World's Wisdom Traditions" (E. H. Rick Jarow); (11) "Mastering Life Work Transistions: Using the Internet To Find Your Dream Job" (Deborah L. Knox and Sandra S. Butzel); (12) "Life after IBM: A Survey" (Carol Mason); (13) "Start Your Own Radio Show on Career Development" (Liz Plotkin and Gail Nicholson); (14) "Is Licensure in Your

Future?" (Dean Porter, Mary Clare, & Susan Zgliczynski); (15) "Addressing the Relationship between Career Development and Spirituality When Working with College Students" (Joanna Royce-Davis); (16) "Leveraging Advantage: Career Education Strategies for Disenfranchised Students" (Darryl T. Stevens and Michael Guest); (17) "Partnerships: Integrating the Career Center and Academic Units" (Ruth White and Jonne Kraning); and (18) "Helping Women Shape a Career Path and a Life That Works" (Caitlin P. Williams). (MKA)



Focus on the Future

ACHIEVING BALANCE IN CAREER & LIFE INTEGRATION

Editors:
Garry R. Walz
Richard Knowdell

PUBLISHED BY ERIC/CASS IN COLLABORATION WITH THE INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

ERIC CASS   ERIC

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Achieving Balance in Career & Life Integration

EDITORS & DEVELOPERS

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Preface

This publication is the result of a unique collaboration between the International Career Development Conference (ICDC) and ERIC/CASS. The intent of this collaboration is to broaden the dissemination of the ideas presented at the 2000 ICDC Conference to the international career development community. It also provides the authors of the papers with an international "platform" for communicating their ideas.

The original "unedited" version of the 2000 papers was distributed at the national conference. This version contains "lite" edited and enhanced papers as well new papers not contained in the original version. We believe this more comprehensive and "scholarly " edition will prove to be both attractive and hopefully useful to many people.

The papers in this monograph vary in style and substance reflecting the approach adopted by the presenters in their ICDC program presentation. We chose to include all papers that were presented believing that what might be lost in uniformity would be made up by the breadth of topics covered and the variety of formats used.

We are especially appreciative of the work of the authors who, under stringent time restrictions, produced the papers they did. We were pleased with both the quantity of papers received (well in excess of what the usual call for papers produces) and their general quality. Some of the authors availed themselves of a new writing aid we introduced called QUIKWRITE, an ERIC/CASS writing aide,which they reported assisted them in getting their ideas down on paper. We were pleased to hear that!

As a first time venture, we are pleased with the response of the resulting publication. Feedback has been positive! It will undoubtedly be useful for many people. We wish to thank Dick Knowdell and the Conference Planning Committee for their willingness to make the leap from an idea to developing a new resource.

The response to this united effort has encouraged us to proceed to do it again for 2001. Individually and collectively we believe that each year's collection of papers will prove to be highly useful.

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International Career Development Conference 2000

ERIC/CASS PUBLICATION

Retaining Knowledge Workers: Connecting Individual Well-Being and Organizational Performance

Deborah P. Bloch, Ph.D.
University of San Francisco

Every company has a core of workers essential to the maintenance and growth of the organization. These workers are the bearers of the organization's knowledge. It is important that the concept of knowledge workers be defined broadly. Knowledge workers are not simply the engineers, inventors, and early adopters identified primarily with the high-tech industry. Knowledge workers are the critical mass of people throughout the organization who hold the mental models of how and why things are done as they are as well as how and why to change them. Individual mental models are developed through experience and organizational mental models are developed through shared experience. It is only through explicit sharing of the mental models that continuity can be achieved where continuity is desired and where change can be brought about when change is appropriate. "The parts of an organization's memory that are relevant for organizational learning are those that constitute active memory—those that define what an organization pays attention to, how it chooses to act, and what it chooses to remember from its experience—that is individual and shared mental models" (Kim, 1993). Companies with high turnover rates often lack sufficient knowledge workers to achieve the rate of learning needed in today's competitive market.

Given, then, that retention of workers is a key concern to organizations in every industry what can we do about worker retention? This paper (and the workshop on which it is based) presents a diagnostic instrument, the *Salient Beliefs Review: Individual Well-Being and Organizational Performance Indicators (SBR)*© (Bloch, 1999) used to assess the potential for worker satisfaction with an organization. Readers of this paper will gain an understanding of the same content as that presented in the workshop but where this paper contains a description of the *SBR*, participants in the workshop were able to complete the questionnaire and discuss their responses and any questions it raised. The three sections to this paper parallel the agenda of the workshop:

- Theoretical Background of the *SBR:* The Motivation to Work;
- Assessing Congruence: A Description of the *SBR*; and
- Increasing Congruence: Utilizing the *SBR* and *SoulWork* in Your Setting.

Theoretical Background of the *SBR*: The Motivation to Work

The theoretical background of the *SBR* develops the concept that the greater the congruence between the outstanding beliefs of the individual and the policies and practices of the organization the more likely it is that the individual and the organization will thrive. This concept rests on two sources. The first is the theory of motivation developed from empirical evidence by Herzberg, Mausner and Snyderman (1959). The second is the theory of seven

connectors between spirituality and work developed by Bloch and Richmond (1998). This second theory is pertinent to the apparently growing need for individuals to experience a sense of this connection in their workplaces.

The relationship between individual satisfaction and organizational factors has been laid out clearly in the identification of work factors "that meet the needs of the individual for avoiding unpleasant situations" and other factors "that reward the needs of the individual to reach his aspirations" (Herzberg, Mausner & Snyderman, 1959, p.114). The first set of factors, those that meet the needs of individuals to avoid unpleasant situations, Herzberg *et al* called "hygienes" because like hygiene in the medical sense it is its absence that causes dissatisfaction. Included in the hygienes are such elements as supervision, physical working conditions and company policies and administration. Thus company policy that is seen as adverse to individual needs and desires can be a deterrent to retention. The *SBR* deals directly with company policy and the administration of such policy in two sections of the instrument. The second set of factors are those that can motivate you to do more. These included recognition, achievement, and the possibility of growth. The *SBR* incorporates elements of such satisfaction in the content of the items. These concepts of Herzberg's two-factor theory of motivation form the basis for the assertion that individual well-being and organizational performance are inextricably linked.

Current research seems to have demonstrated a spiritual component to the link between individual well-being and organizational performance. Mitroff and Denton (1999) found that employees who work for organizations they consider to be spiritual are less fearful, less likely to compromise their values and more able to throw themselves into their jobs. A *Business Week* article reported on research in Australia which demonstrated that when companies engage in programs that include spirituality, productivity increases and turnover is greatly reduced (Conlin, 1999). In *SoulWork: Finding the Work You Love, Loving the Work, You Have*, Bloch and Richmond (1998) presented seven dimensions that can serve as connectors between spirituality and work for the individual. In their simplest form, they are as follows:

- *Change*: Being open to change in yourself and the world around you
- *Balance*: Achieving balance among the activities of your life such as work, leisure, learning, and family relationships
- *Energy*: Feeling that you always have enough energy to do what you want to do
- *Community*: Working as a member of a team or community of workers
- *Calling*: Believing that you are called to the work you do by your particular mix of talents, interests, and values
- *Harmony*: Working in a setting that harmonizes with your talents, interests, and values
- *Unity*: Believing that the work you do has a purpose beyond earning money and in some way serves others.

These seven connectors form the content base of the *SBR*.

Assessing Congruence: Description of the *SBR*

The *SBR* was developed to assess the degree of congruence (or, on the other hand, disconnect) among individuals' beliefs, their own behaviors, their perceptions of the organization's policies, and their perceptions of the organization's practices on each of the seven dimensions above. In a 28-item Likert-scale questionnaire format, the SBR asks individuals to examine how important the seven dimensions are in their own beliefs and how they are represented in their own behavior as well as in organizational policies and practices.

The instrument thus has four sections representing the four levels of assessment: "Beliefs," "Behaviors," "Policies," and "Practices." Each section includes seven Likert-type response items, corresponding to the seven dimensions. There is also a section to record background information in which respondents report their sex, age, number of years in the organization, and number of years in their current position by checking the appropriate categorical response for each item. Additional demographic questions may be added by organizations using the SBR.

The first section, "Beliefs," asks individuals: "How important is each of the following to you personally?" Each item represents one of the seven dimensions identified above and each dimension is written as a phrase, in contrast to a single word. For example, the instrument does not use the word *change* as its first item, but the phrase "Being open to change in yourself and the world around you." *Response choices range from 5=of great importance* to *1=of no importance*.

The second section, "Behaviors," asks: "How well do you think you do each of the following as compared to other working adults?" As in the previous section, a sentence is used to represent each dimension. The first sentence, for example, is "I respond to the need for change." Response choices range from *5=very well* to *1=not at all well*.

The third and fourth sections mirror the first two. The third, "Policies," asks the respondents to assess: "How important is each of the following as stated in your organization's policy?" And the fourth, "Practices" asks: "Based on your knowledge, how well does your organization carry out the following activities?" The same Likert-type scales are used as in the first two sections and again phrases are given for each dimension.

Scoring of the instrument includes computing means and standard deviations for each of the 28 items and then comparing each dimension on the four levels of assessment. So, for example, the means for responses to the question on the dimension of change are examined for differences among "Beliefs," "Behaviors," "Policies," and "Practices."

Increasing Congruence: Utilizing the *SBR* and *SoulWork* in Your Setting

A Sample Case

Utilization of the *SBR* and the underlying material from *SoulWork* can be illustrated by examining the results of one of the administrations of the *SBR*, to a group of administrators in a suburban school district. A report, sent to the district superintendent, reviewed the structure and purpose of the instrument and then presented findings and recommendations. It included a graph that provided an easy way to visualize the relationships among the seven dimensions and the four levels of assessment. (See Figure 1.)

Here is a summary of the major findings and the recommendations they suggested:

- The belief identified as most important was *unity* with *change*, *balance*, and *harmony* close behind. (It is expected that the scores on the beliefs section will be generally high. The seven connectors were already identified as salient or outstanding beliefs.)
- The greatest difference between belief and self-described behavior was in *balance*, indicating that individuals are not satisfied with their own lives in this regard. This is an area in which the school district might want to provide personal development opportunities.
- The greatest similarity between beliefs and behaviors was on the dimension of *community*. This suggests that the managers work well in teams and this is important to them.

- *Calling*, *harmony* and *unity* were also closely aligned, suggesting that managers see their work as having importance beyond the "bottom line" and they are able to carry this out well in their own behaviors.
- The greatest gap between policies and practices was on the dimension of *balance*, implying that the respondents perceived that the district overstated their support of the need for employees to lead balanced lives. The district might want to consider how to bring practices more in alignment with policies.
- On the dimension of *harmony*, the district's practice very slightly exceeded stated policy. This finding may indicate that while the district acts in a way that utilizes the talents and values of its employees, it is not fully aware of how well it is doing in this regard. The district may want to consider the implications of the difference for recruitment of future employees who can assess stated policies but not experience the benefits of practice until after they are hired and accept employment. In this tight employment market, the district may want to be more explicit about its policies in regard to utilizing the talents of its leaders so that it can capitalize on this organizational asset.
- The greatest similarity in the mean scores of beliefs and practices is on the dimension of *harmony*. The administrators expressed satisfaction with the way the organization enables them to work in settings that utilize their talents, interests, and values. This is important to them and it is supported through their own efforts and through organization practices.
- The greatest difference between employee preferences and their view of the district's practice is on the dimension of *balance*, with *energy* as a close second, suggesting that administrators did not find their beliefs in the importance of balanced lives supported by the district's practices. Given the gaps on *balance* identified above between individual beliefs and behaviors and between perceptions of district policies and practices this may be the most fruitful area for action to bring about greater career happiness and improved performance by the administrators in the district.

General Suggestions for Further Use

Examination of grouped data can help to show a company or division of a company the degree of congruence or incongruence between the relative importance employees give to their beliefs and the employees' views of company policy and practice. In addition, by adding items to the demographic section of the questionnaire, an organization can assess differences in congruence between groups within it. In other words, demographic questions can be used to disaggregate the data to look at congruence within divisions or units or across job titles. For example, the levels of congruence experienced by all workers in the production, distribution, and sales divisions may be compared, or the congruence experienced by all managers as compared to administrative staff may be examined.

Interventions based on the results can then be structured by career practitioners working within the organization or acting as consultants to it. Companies, or other organizations, may want to implement individual or group training around areas in which individuals find gaps between their personal beliefs and their own behaviors. How, for example, does one bring one's own life into better balance or tap into all sources of energy to increase productivity on the job? The answers to these questions are complex and are dealt with in *SoulWork, Finding the Work You Love, Loving the Work You Have* (Bloch & Richmond, 1998) as well as many other works. Companies that find a high degree of incongruence between perceived policies and practices may want interventions to bring those closer together. In some circumstances, companies may

believe that their policies are more consistent with employee belief preferences than found in the survey. This finding suggests the need for greater communication within the organization.

Finally, the *SBR* has been also used by career professionals working with individuals to assess their employment experiences and how this relates to their current career decision making. This individual use can be implemented in organizational career centers or be used as a tool in assisting personnel with within-company career changes or in outplacement situations.

In any case, the *SBR* is designed to spark exploration and discussion. Its purpose is to increase the sense of well-being that we, as individuals, can experience in our work so that we too can feel in our work what the poet Donald Hall (1993) has expressed about his: "In the best part of the best day, *absorbedness* occupies me from footsole to skulltop."

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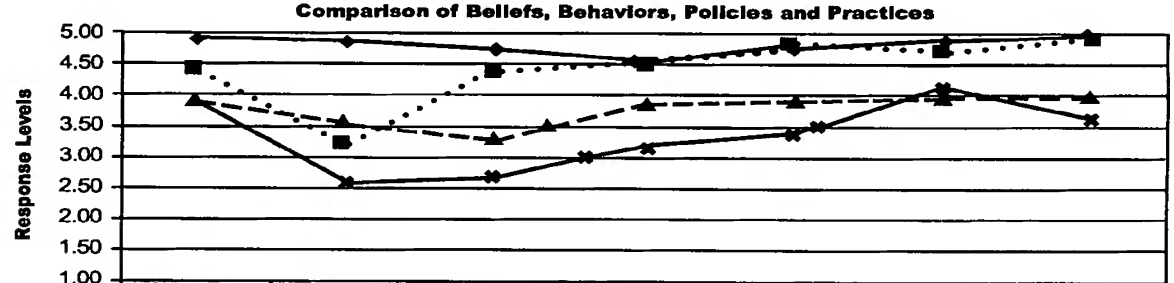
Figure 1
Salient Beliefs Review
Individual Well-Being and Organizational Performance Indicators,
Sample organization One
Comparison of Beliefs, Behaviors, Policies and Practices



	Change	Balance	Energy	Community	Calling	Harmony	Unity
Personal Preferences	4.90	4.86	4.76	4.52	4.76	4.86	4.95
Personal Behavior	4.38	3.19	4.38	4.52	4.81	4.71	4.90
Organizational Policies	3.90	3.52	3.29	3.86	3.90	3.95	3.95
Organizational Practices	3.90	2.57	2.67	3.19	3.38	4.10	3.62

Items

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Dancing Through the Emotional Aspects of the Career Search

Robert C. Chope, Ph.D.
San Francisco State University

Introduction

Emotions color the job search, job change and job placement process every step of the way, often blocking individual effectiveness. Emotions always have. But, in today's economically strong yet largely unstable employment market, changing jobs is occurring at an unprecedented rate. Ominous newspaper headlines abound with gloomy reports; "software maker Novell cuts 16 percent of its work force", while "35 percent of the employees are dropped by Drkoop.com" and, "Steven Spielberg's Pop.com bursts before ever forming a bubble." Meanwhile, WorldCom and Sprint expect takeovers.

The emotional anxiety and fallout from rapid, dramatic changes such as these are more than likely to severely and adversely affect the job change process. Inappropriate emotional reactions can block a job seeker's effectiveness at different times and stages of each job search. That has always been true. But when today's dot-coms become dot-bombs overnight, career changers need to maintain emotional strength more than ever during the job search.

This submission is far too brief to cover the myriad emotional components of the job search. Rather, its purpose is to demonstrate how individuals can identify and break through the emotional blocks that keep them from securing the jobs they want. It also introduces an understanding of the new paradigmatic shifts that are taking place in the career world that make emotional balance more essential than ever. And, the paper advocates the understanding of the importance of one's career identity in eliminating negative emotional reactions like self doubt, fear, rage, anxiety and depression.

The material herein will help business and career consultants become sensitive to the dramatic changes in the work world. Career counselors will learn to develop strategies to assist clients with defining and utilizing their "career identity". Job changers may discover their own adverse emotional reactions and learn to develop strategies that keep them from being disempowered.

The paper has three components: paradigmatic shifts in the career world, the types of reactions that people experience to these shifts, and some suggestions for eliminating inappropriate reactions through the understanding and utilization of the career identity and portfolio career.

Paradigmatic Career Shifts Resulting from the New Economy

Major paradigmatic shifts have taken place in the last few years that have not only affected how many workers feel about their jobs but have confronted the foundations of traditional theories of careers and life planning. The landscape of the career counselor and career coach is changing dramatically. The internet and the new economy can be simultaneously praised and blamed for these shifts. Accordingly, the shifts have elicited a variety of emotional reactions that are a part of the career decision making and life planning process. Some of these shifts are listed below:

1. Millions of new jobs with new titles are now developed over the short term. An unpublished report released by Anderson Consulting predicts that 10 million people will be in internet related jobs by the year 2002. Contrast that with the 2.6 million workers in internet related jobs in 1998.

2. People are tethered to their jobs and some families go so far as to suggest that they are "shipwrecked" by the new technology. The "at home" availability of fax machines, cell phones, and pagers have created a blur between work time and non-work time and a gray line between work and home. More than a few stories are unceremoniously suggesting that work in the new economy is never finished.

3. The willingness to take risks on the job has become an ever more important credential in the new economy, as companies struggle to stay competitive. With this, career or job "failure" such as job loss and outplacement has in fact become an odd new credential as companies seek competitive intelligence from rivals or new upstarts who have failed. There is a premium in knowing what not to do; workers from failed concerns have that knowledge.

4. The young entrepreneur has become the basis of some power in the new economy. Even the comic strip Doonsebury addresses conflicts between children and their parents as the offspring plan "in the next few months to be worth ten times more than" their parents will have earned in their entire lives.

5. In seeming conflict with this idea is the ironic belief that establishing a strong corporate reputation may be more important than making money. Many workers in the new economy want to establish a solid new reputation for themselves. The proliferation of new computer hackers illustrates the point. As they develop their own reputations, they are also redefining success in the new economy. Reputation, not income, is their trophy.

6. With the rapidly changing economy, the tasks individuals are hired for may not necessarily be what they end up doing. Workers need a new flexibility toward what they do. They need a willingness to upgrade skills through continuing education, modeling, mentoring and on the job training.

7. Individuals in the internet world hope to work less, retire earlier and engage in different activities which do not demand earning potential. People profess an interest in entering politics, volunteering or serving as community agency advocates after they make their "killing" with a new IPO.

8. Job changers may be shifting their companies as frequently as three times per year. And those who are shifting tend to be hired more frequently to be a part of a project instead of having a formal position that will last for years. Some even refer to this as a project driven economy.

9. Job searchers are now using the internet in astounding numbers. There are thousands of currently available career web sites. Individuals search, post resumes, apply for positions and

can even be interviewed on the internet. The traditional face to face interview is giving way to new corporate interview strategies whereby potential employees are invited to a central location where they enter a kiosk with a computer screen and respond to interview questions given forth by a "talking head."

These are a few of the paradigmatic shifts; all career counselors, coaches and job changers will need to attend to these. But in the meantime, the shifts are eliciting a variety of negative emotional reactions.

Counterproductive Mind Sets

The rapidly changing career world and the paradigmatic shifts noted above have led to a series of potentially vexing counterproductive mind sets. Among them are feelings of hopelessness, helplessness, overwhelmingness, and low self esteem.

What has been an unfortunate response by many career counselors and coaches over the years is that they haven't taken these reactive personal issues to be a part of their counseling process. Many have felt more comfortable referring these issues to others in the mental health professions rather than rightfully assuming that this material is the bailiwick of the career counselor.

With the new economy, some career clients appear to experience a greater degree of hopelessness. Its like having "missed the boat" in some way if they are not able to transcend their current positions and join the dot-com world. They also appear to be somewhat helpless in determining what they can change and where they enter the economy. Corporate instability has reduced optimism among job seekers, even though the unemployment rate is the lowest it has been in years.

Today's job seekers feel overwhelmed by the search process and what they need to know in order to be competitive. When overwhelmingness is added to hopelessness and helplessness, they begin to experience a lowering of self worth. Their skills and experience don't appear to matter in today's world.

Career counselors can inculcate a new sense of hope in the client. A good career counselor will always and forever have one more good idea that can be a part of the change process. And while they inculcate hope, they can also help clients confront their own feelings of helplessness. They can guide clients to understand what they can change and what they can't. They can demonstrate, through example, that success often goes hand in hand with failure. People who fail a lot are also those who try a lot. Baseball star Ricky Henderson exemplifies the point. He holds the record for the most stolen bases; he also hold the record for getting caught the most. Likewise Edison and Salk demonstrate many failures along with their successes.

Career professionals can assist those who feel overwhelmed. Overwhelmingness can be addressed by giving up the idea of trying to accomplish every career related task at once. Clients can be taught to handle activities related to their search one step at a time. Activities can be broken into their lowest common denominator and addressed as a series of simple, discrete steps. Small changes eventually lead to larger changes. Appropriate goals can be set while avoiding the tendency to seek perfection.

Its also important for counselors to help the new career searchers with their tendency to label themselves negatively, affecting their self esteem. They need to learn how they matter to themselves and to others. The loss of work is often related to the loss of the sense of mattering.

There is the unfortunate tendency for career clients to undervalue their potential. The new career terrain has made many feel like they can't compete or that they will join the "wrong" firm. In order for clients to make appropriate decisions and avoid the dot-bomb, they are going to have to learn a new style of research and study. They will need to screen companies, their corporate revenues, and their boards of directors. They will also need to explore and evaluate any new product or service and determine through due diligence and networking whether it appears to be something worthwhile. Curiously, they will need to learn to not jump at the first opportunity that they are offered.

Above all, career clients will need to engage in an evaluative process that is more about process than it is about outcome. Clients will need to learn to value the effort they expend in the career search process, not just the outcome of getting a job. By valuing the process, they can begin to enjoy a whole new dynamic. They will learn to embrace change while redefining their concept of success. They will learn a new "give and take" in the career development process as they look for work that will help to add new skills to their repertoire rather than simply revenue to their checkbook.

With this new kind of model building, clients will experience fewer fears. These new learning strategies will address their fears of failure while preparing them for better positions in the future.

While these are certainly strategies that can help career clients wade through the murkier parts of the new landscape, perhaps the two most important components to address are the establishment of the career identity and the development of the portfolio career.

Career Identity and the Portfolio Career

Two very powerful means of confronting the current job market and the emotional reactions to the job search are in the establishment of the client's career identity and the development of a portfolio career for the client.

The career identity is a somewhat complex concept that is focused upon an individual's calling. Its the "kernel of all that you hope to become...the nucleus of work place confidence" (Chope, 2000). It represents the accrual of experience, skills, interests, values and personal characteristics. But most people can't define who they are in the work world. If they were suddenly stopped with video camera rolling and asked to say in thirty seconds who they are in the work world, most could not.

But a strong, focused career identity, the capacity to define who you are in today's economy is empowering. A well articulated career identity can assist in preserving both interest and excitement in pursuing work in the new economy.

It can be a most interesting exercise to have a client discover their career identity. Chope (2000) has suggested six different approaches to the process. In sum, the equation that emerges gives a sense of purpose to a job seeker's immediate task. Knowing one's own career identity is perhaps the strongest defense against inappropriate emotional reactions during the job search process.

Chope suggests the following techniques in understanding a person's career identity:

1. Create a thirty second advertising sound bite describing who you are in the work world. This can be used to describe oneself to potential employers but can also be used to identify who you are to those who are best able to help you. After developing the

sound bite, it becomes essential to practice it so that it flows with distinction and comfort as it is passed on to others.

2. Name the position you are looking for. This naming of the position ensures that you have researched the job market through resources like the web and can easily identify the kind of work that is suitable for you. This is the application of the identity to a specific career position

3. Create a career genogram. The career genogram is like a family tree that shows you how and where career choice fits into the family system. It can aid in developing the career identity because it can be used to understand the origins of family expectations and judgments about careers, as well as the family's definition of success. It can help job seekers note the congruence between their expectations and those of their family. It can also suggest how the different patterns of career choice within the family have affected the choices that the job seeker has made.

4. Career identity can also be understood by determining how it was shaped through different critical life events. Using a life stage developmental approach, job seekers can examine the particular driving and restraining forces that have had an impact in developing a career identity. Within this same exercise, it is possible to explore different types of life fantasies that affected the fledgling career identity.

Fantasized careers can often resemble the idealized self. The narrower the chasm between the idealized self and the real self, the greater the possibility of experiencing both career and personal satisfaction.

5. Career identity can also be discovered through the use of the career as a developing story, sometimes referred to as the narrative approach. Basically, this approach consists of writing or tape recording your career journey as an interesting novella. The career as a story can be useful in helping a job seeker define aspirations and interests. It can also be edited and rewritten, much like a journal. And, if need be, you can write the idealized ending.

6. Finally, career identity can be explored by asking a simple question. What would you do if you won a seven million dollar lottery? Expectations of yourself, what you want to do and who you want to do it with are all wrapped up in the answer to this question.

The six exercises that help to establish the career identity can be used in different ways during the search to eliminate self doubt, manage rage and anger and overcome career barriers. But another component of a good career search can emerge from the career identity. This is the conceptualization and development of the portfolio career.

The portfolio career has been characterized as a composite career consisting of more than one income stream. In truth, people have had these for years. For example, people with day shift jobs may also "moonlight" from time to time. Students may work several different jobs while also attending classes in high school and college.

Developing a portfolio career allows individuals to become more flexible and less fearful in the job market. In a project driven economy they can work several projects at once.

Psychologists who have developed portfolio careers have been able to avoid some of the hassles that have resulted from the impact of the managed care industry. To illustrate, some psychologists have one income stream from practice, then add another by teaching. They may

also have a third stream in executive coaching and consultation. A fourth may develop from writing while a fifth may emerge from public speaking or the delivery of keynote addresses.

As this illustrates, a portfolio career model allows for the increased security of employment. There is greater diversification, greater flexibility and a direct confrontation of anxiety and self doubt through the pinpointing of clearly identifiable market niches.

Summary and Conclusions

This paper attempts to demonstrate how emotional reactions to the job search, especially in the new economy, can adversely influence an individual's effectiveness. The paper further suggests that career counselors and coaches can assist clients with some of the emotional aspects of the job search without referring these people to other mental health professionals.

There are new paradigmatic shifts in the career world that can have the impact of eliciting inappropriate emotional responses. Some of these major shifts are noted herein. But regardless, only by addressing the emotional barriers of the career search will people be able to be employed in the jobs they want.

A discussion of some of the emotional reactions that individuals have in the career search resulted in offering two remedies for assisting people to break through their emotional barriers. One method is the development of the career identity. The second is the establishment of the portfolio career.

As demonstrated, therefore, career counselors need to feel that some of the emotional issues of their clients can be handled by them rather than referring them out to others. Perhaps this paper is a step in assisting them in that direction.

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International
Career
Development
Conference
2000

ERIC/CASS
PUBLICATION

Mothers and Daughters: Connections, Curricula, and Careers

Sally Gelardin, Ed.D.
Stephanie Vandrick
Dolores laGuardia

The Presentation

Although we have information on mother-daughter relationships and lifework success, these concepts have only recently been linked (Gelardin, Vandrick, 1999). We are just beginning to gather information on how mothers can influence their daughters' educational and career development. The presenters propose that mothers need to participate actively and consciously in this process.

Importance

Because the mother-daughter relationship "is one of the most intense relationships a woman ever experiences" (Firman & Firman, 1990, p. xiii), mothers need to be aware of their influence on their daughters' educational and career choices. Though teenage girls may rebel against their mothers, they are influenced by them. The mother-daughter bond continues throughout a woman's life.

According to van Mens-Verhulst (1993), "Daughters and mothers both take an active part in shaping their relationship (p. xiv)." A question that will be investigated is how "active shaping" of the mother-daughter relationship can influence daughters' career and life choices. DeFrantz (1998) asserted, "Lifework does not have to be documented in written form. It can also be shared through life stories, oral histories, group narratives, and other forms of communication" (oral communication).

The "superwoman" of today struggles to break through the glass ceiling, at the same time serving as an ever-supportive wife, mother, daughter, and mentor. Women need to reverse their fast-forward track and take time out to share stories with other women and girls. Participants will be invited to share with panelists their own mother-daughter stories about integration of home and work.

The Results

Participants will identify ways in which their education and career choices have been influenced by their own mothers.

Participants will identify ways in which they, as mothers, can influence and support their daughters in making choices about education and careers.

Participants will discuss ways in which mothers can help daughters (and other young women) make decisions about the conference theme of "achieving balance in career and life integration."

Participants will identify ways in which they can support institutions and societal practices that promote wider career possibilities for girls and women.

Mothers & Daughters

As women approach mid-and-later life, they are especially interested in examining their relationships with their mothers and daughters. Forty-three million women are over 45 years old (Population Estimates Program, Population Division, U.S. Census Bureau, Washington, D.C. 20233, Statistical Information Staff, 301.457.2422, POP@CENSUS.GOV by e-mail, Internet release date: June 28, 2000).

Because women are now living longer, they need to evaluate themselves, not only in career development, but also in additional areas, such as spirituality, physical and mental health, and relationships. Mother-daughter book clubs, mother-daughter workshops, women's counseling programs, women's studies programs, and courses can offer women and girls opportunities to discuss these lifework issues. Since women are starting new businesses faster than men, they need to share their stories with each other and with girls about starting new businesses and balancing their careers with their personal lives.

A shortage in the workforce of the 21st century has given employers the incentive to gain insight into women's life-balancing issues. National and international career conference trends (National Career Development Conference, Pittsburgh, June, 2000; International Career Development Conference and California Career Conference, San Francisco, November, 2000) indicate that women in the work force want and need to balance their lives. Counseling and education programs on mother-daughter influences need to be shared with employers so that they can provide working situations that are sensitive to women's lifework issues.

Of the 4 million women who have given birth in the past year, slightly over half of these women were in the labor force. "If they had a bachelor's degree, the labor force participation rate was even higher (70 percent). Between 1950 and 1990, the proportion of working-age women who were in the labor force nearly doubled from 30 to 57 percent (U.S. Bureau of the Census Statistical Brief, Women in the United States: A Profile Dianne Schmidley, Status of U.S. women, 301.457.2378). "By age 14, 1 in 5 children spent some time alone during their mother's work day." These statistics reveal that over 50% of mothers of new-born babies are working, and one-fifth of teenagers over 14 are latch-key children (Bureau of Census Statistical Brief, "Who's Minding the Children?", Lynn Casper, Mary Hawkins, or Martin O'Connell, 301.763.1584). Mothers need to understand how the amount of time that they spend working and the quality of time they spend with their children are affecting their children, especially their daughters, who see them as primary role models. Daughters observe their mothers' general satisfaction with life. The workshop presenters will discuss with participants how satisfied mothers are with their lives, and what message they are sharing with their daughters about life satisfaction.

The ICDC 2000 Presentation

The moderator will introduce the subject: influence mothers have on their daughters' educational and career choices.

The first panelist will describe findings from her doctoral research on mother-daughter influences on lifework success.

The second panelist will outline the value of and how to set up a support group for mothers of daughters.

The third panelist will discuss how women can be mentors for girls in and out of school.

A discussion will follow on additional resources for women and girls to discuss mother-daughter influences.

Recommended Course of Action

Facilitate a mother-daughter support group.
Facilitate a mother-daughter reading group.
Example:

Title of Book Club
Name
Phone
Fax
Email

I. Intended Participants
II. Rationale
III. Book Club Description
IV. Book Club Objectives
IV. Themes by Session
V. Participant Outcomes
VI. Primary Book (and supplementary books)
VII. Methodology
VIII. Assessment
    A. Methods for Assessing Participants' Performance
    B. Assessment of Book Club Effectiveness
IV. Future Outcomes

Share learnings about the mother daughter relationship through higher education courses in women's studies, multicultural education, and counseling.

Example:

Waking Up from "Hand-Me-Down Dreams"
Instructor: Sally Gelardin, Ed.D. NCC

How has your family history influenced your career and personal success? What do you need and want from work, from life? In this three-unit course we shall explore the various ways in which family values and beliefs influence an individual's life and work. Through an interdisciplinary approach that integrates spiritual, religious, psychological and literary concepts, students will identify their own values and establish a plan to achieve their personal and professional goals.

Text: Jacobsen, M. (1999), *Hand Me Down Dreams: How families influence our career paths and how we can reclaim them,* New York: Harmony Books

Provide counseling programs in the schools and in industry on mothers' influences on their daughters' careers and education.

Summary of the Presentation

This session focuses on the influence mothers have on their daughters' educational and career choices.

An overview of current research and mentoring programs will be followed by examples of educational and community programs, such as mothers' support groups, mother-daughter book clubs, and education courses.

Participants will be invited to share with panelists their own mother-daughter stories about integration of home and work.

Conclusion

Most women in the United States have worked throughout their children's growing years. Many are also responsible for aging parents. At some point, women may need to do a self career/life checkup and ask, "What do I want and need out of life?" As women break through the glass ceiling, we need to ask ourselves, "Is the quality of life for women improving or degenerating? Are we able to maintain a work/life balance? How can we share with our daughters and other younger women our experiences and listen to their concerns and dreams about their future?" University of San Francisco Women's Studies and College of Professional Studies Instructors and Evaluators will discuss these questions with participants.

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The mother-daughter support groups, courses, book clubs, and other programs described in this paper can be learned and put into practice without further reading or resources, depending upon the skills and knowledge of the reader. However, a bibliography will provide additional information on the issues discussed. Included in the bibliography will be the following references:

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International Career Development Conference 2000

ERIC/CASS PUBLICATION

21st Century Digital Resources for Career Planning Across the Lifespan

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The look and the feel of a classroom today, including the career/life-planning classroom, has changed over the years. Today's *Baby-boomers* will recall chalkboards, mimeographed handouts, movie projectors, and a walk down the hall to the library. Chances are, if they were lucky, they had the opportunity to enroll in a *guidance* course.

Today's technology opens up a whole new world for students and instructors, alike. Instructors today might be using software programs, on-line assessments and web sites, in their career/life planning courses. Moreover, *guidance* classes, now known as career/life-planning classes, are widely available, due to necessity in today's age of information and global labor market. Today's students have access to cell phones, pagers, palm pilots, e-mail programs, on-line shopping and on-line education — instant information in an instant world.

Our workshop, *21st Century Digital Resources for Career Planning Across the Lifespan,* takes you to the next logical step in the classroom: a networked, real-time, 'smart' classroom. We will share our curriculum with you and we will demonstrate the digital-based resources used in this 21st century learning environment. Participants will discover educationally transforming ideas adaptable to a variety of teaching styles; new ways to use traditional classroom resources; and ways in which to acquire new skills for teaching in an electronic-based classroom.

Readers of this paper will gain a thorough overview of the workshop content, to include:

- Current changes in technology experienced by students in all facets of their lives, *including* the classroom.
- The changing role of workers, including career counselors, in the 21st Century.
- The value of technical support when teaching in a digital environment.
- Effective methods for using traditional and digital resources for a holistic approach to career/life planning.

Expected outcomes:

- Participants will be able to identify current changes in technology that affect the lives of students, in and out of the classroom; whether a student, worker, citizen, homemaker and/or leisurite, all share necessary technological competencies.
- Participants will be able to identify digital resources that illustrate the changing dynamics of the digital age, including the career/life-planning classroom.

- Participants will be able to identify and determine the degree and types of technical support necessary for their career-planning course on their campus.
- Participants will be able to incorporate traditional resources with technology-based resources for a holistic approach to teaching a career/life planning class.

This workshop is designed for career development professionals and paraprofessionals working in an educational environment, e.g., high school, community college, or four-year/graduate college and university. The format of the presentation will be beneficial to entry, intermediate and advanced practitioners. Practitioners at the intermediate and advanced level will be most familiar with the career and educational content, and technology resources discussed in the workshop.

Are you currently using career software programs as a resource for your career decision-making classes? Do you refer your students to Internet resources? Have you incorporated e-mail into your communication link with students? Have you used an LCD projector and computer in the classroom, as an instructional tool? Have you experienced the color and dynamics of PowerPoint presentations? Do you have access to teaching in an electronic classroom? Do you have access to technical support when problems arise?

You probably answered "yes" to some or many of these questions. If you are interested in a classroom-based, career education delivery format that engages the latest technology, inside and outside of the electronic classroom, then you will appreciate the content and presentation of this workshop. Whether you have no experience, limited experience, or extensive experience using technology in the classroom you will discover simple, enlightening, colorful, and educationally transforming ideas for your delivery style and format.

Common use of technology is only a few years old but it has already transformed our lives and our access to information. Technology affects the way in which we access career and educational information, the way in which we seek employment, and the way in which we do our jobs. Technology has changed the definitions and/or applied use of words and terms, such as *job*, *classroom*, *networking*, *the home office*, *learning environment*, *work environment*, and *job seeking*. As practitioners, we encourage our students to broaden their knowledge, to learn and use technology, and to be prepared for the ever-changing labor market. If we expect our students to use the most current and comprehensive resources, then we must provide them with contemporary methods for accessing information. We can provide a hands-on environment for our students and model the technology found in work and life environments. This workshop will give you the structure in which to begin creating this environment. We will focus on 21st century techniques for assisting students in identifying their life roles as students, employees, citizens, homemakers, or leisurites, as a part of their career planning process.

Persons reading this paper but not attending the workshop will not fully benefit from the workshop content. We will be demonstrating classroom use of technology-based, career and educational resources, such as PowerPoint presentations, the use of a smart board, software programs, Internet research, and e-mail. To begin implementing this, or a similar structure, the instructor/counselor must have basic skills in technology. Ideally, one would have access to a wired classroom and technical support, however, a single computer and an LCD projector can greatly enhance the instruction and learning in the traditional classroom.

In summary, *21st Century Digital Resources for Career Planning Across the Lifespan* will model and demonstrate a classroom-based structure for delivery of career and educational information, using the latest technology, to include the following:

- *Students are using technology at work, at home, for leisure and in the classroom.* We will assist participants in discovering new ways to use traditional classroom resources, and ways in which to acquire new skills, for teaching in an electronic-based classroom. Participants from academia, whether at the entry, intermediate or advanced level will gain the most from this workshop.

- We will *practice what we preach.* As practitioners, we encourage our students develop their technology skills and to use current and comprehensive resources for career and educational planning, and job search. Making the transition from the traditional classroom to the electronic classroom will be demonstrated. We will model the transition from the *over- head projector* to the *LCD projector;* from the *file folder* to the *desktop folder; from the DOT* to the *O'NET;* from the *career library to the WWW,* to name a few.

- The *challenges* faced when creating and maintaining a technology-based learning environment will be discussed and explored, as well as the importance and value of technical support. Technical support is a necessity when trouble-shooting problems; when hardware malfunctions occur; for the development of file management techniques in the classroom; and for student and instructor support. Other challenges might include the varied levels of computer proficiency among students; the need for administrative support and financial support; and access to technology based resources.

- Does a technology-based classroom overlook the value of traditional instruction? *When to use technology and when not to* will be explored.

Through a colorful, lively and informative PowerPoint presentation, we will demonstrate a structure for classroom based learning in a digital "smart" classroom. This model can also be adapted to the traditional classroom for which a computer and an LCD projector are available.

Curriculum and Instruction

The curriculum modeled in this workshop is designed for a 3-unit, lower-division class, consisting of fifty-four instruction hours. Career/life-planning topics taught historically, remain the same, but with a transition to technology-based resources. This format allow for enhanced, hands-on and collaborative learning. Examples of technology-based instruction include: a networked classroom, Power Point presentations, use of software programs, email, and Internet research.

Introduction to the Electronic Classroom and Electronic Resources

Early in the course, the instructor may want to reserve from 15 minutes to 1 hours to adequately introduce the electronic classroom and resources, and to survey students to determine their general level of computer proficiency. Pairing computer literate students with non-computer literate students can facilitate student interaction, a more evenly paced learning environment, and enhance student problem solving and peer teaching/team skills.

An introduction to the electronic classroom will generally include a step-by-step walk through of the networked classroom and a hands-on demonstration of the computer desktop

features, including the classroom resource folder and/or web site, software programs, Internet resources, and of the role of technical support staff available.

Technical Support

The need and availability of technical support will depend upon technical resources in the classroom, and the degree of institutional support. A networked classroom will require full technical support; the use of an LCD projector and a computer in a traditional classroom would require less, if any, support. Technical support can include:

- Student and instructor support, by assisting with the use of various computer applications, performing virus scans, saving files, and conducting research projects.
- Troubleshooting lost files, computer crashes and installation of specialized application programs.
- Problem solving hardware malfunctions with scanners, projects and printers.
- File management support including access to instructor files, securing folders in their drives, and retrieval of lost documents.
- Demonstration of digital cameras, scanners, remote keyboards, white boards, and smart boards.
- Upgrading the technology as needed: memory and computer hardware, for example.

Set-up and Use of E-mail

Whether an instructor teaches in a traditional or electronic classroom, an email program offers a fast and convenient communication avenue between the instructor and student, as well as between students. Likewise, the use of email for academic purposes mirrors its widespread use in social communication.

Several free email programs are available. The instructor should allow from 1/2 to 1 hour of class time, depending on the size of the class and the degree of computer literacy among students. A time saving tip: Assign as home work, the selection of an e-mail address and password prior to doing the in-class email set up. There are numerous advantages to using an email program.

- The instructor is able to model current workplace communication.
- E-mail offers an alternative form of communication between teacher and student, beyond the traditional office hour, and between students when working on group projects.
- E-mail allows for more timely communication regarding regular and make-up assignments.

On-Line Research Tools

Search Engines

This Internet resource will be used throughout the course as well as reflect the on-line research tools used in the work environment, at home, and for leisure. Examples of selected search engines include: www.hotbot.com; www.google.com; www.yahoo.com; www.altavista.com.

Educational Web Sites

Career decision-making can also involve educational planning and decision-making. Several web sites are available for educational information. Some examples include:

- Association of Independent Colleges and Universities: http://www.aiccu.edu
- College Source: http://collegesource.org
- Study abroad program: http://www.counciltravel.com
- US News College Rankings: http://www.usnews.com/usnews/edu/college/cohome.htm
- California Virtual University: http://www.california.edu

Educational web sites will also provide a resource for students outside of the classroom who wish to continue upgrading their job skills or personal learning through traditional, alternative and/or on-line educational avenues.

Labor Market Information Web Sites

Information about the new economy, new technology, employment and economic trends is vital to students' career and educational decision-making. Moreover, this kind of information can yield valuable economic information for students who wish to establish their own business, invest in local companies or buy property. Some examples include:

International Labor Market

- *http://www.bls.gov/oreother.htm* - lists about 58 statistical agencies covering employment, demographic and industry information
- http://www.ilo.org - highlights worldwide labor trend

National Labor Market

- http://bls.gov/ocohome.htm - national data on 250 occupations
- http://www.acinet.org/acinet - provides occupational and national information

Regional Labor Market

- http://www.calmis.cahwnet.gov - California State Employment Department web site
- http://www.commerce.ca.gov/california/economy - California Department of Trade and Commerce web site on growing industries and demographics in California
- http://www.soicc.ca.gov - California county employment and industry projections

Selected Career Related Web Sites

- http://careers.wsj.com - Wall Street Journal and National Business Employment Weekly
- http://www.jobweb.org - Database of US companies. National Assn. of Colleges & employers web site
- http://www.black-collegian.com/index.html - Industry surveys, employer profiles, job banks
- http://www.minorities-jb.com/ - Information for women and minorities; employer profiles
- http://www.americasemployers.com - Database for 60,000 companies

- http://www.salary.com - National and regional salary information.

On-line Career Inventories/Assessments

Several on-line assessments are available at no cost or minimal cost. Examples include:

- Keirsey Character Sorter - http://keirsey.com/cgi-bin/keirsey/kcs.cgi
- Keirsey Temperament Sorter - http://www.keirsey.com
- Strong Interest Inventory and Myers Briggs Type Indicator Internet access is available through Counseling Psychologists Press (CPP) or your local provider
- Career Interests Game (free)- http://www.missouri.edu/~cppcwww/holland.shtml.
- John Holland's Self-Directed Search - http://www.self-directed-search.com
- Transferable skills inventory
  http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html

Career Information Software

Instructors should consult their counseling division/department and/or career center regarding availability and cost of these or other software programs.

EUREKA is a computerized, California-based career and educational software program. Data is available for occupations, industries, financial aid, college majors, colleges and universities. Salary and occupational projection data is California and national based. There is a skills-based assessment as well as an extensive job search database.

O'NET is an occupational information software program that replaces *The Dictionary of Occupational Titles (DOT).* O'NET is also available on the Internet at:
http://www.doleta.gov/programs/onet/

Published by the US Department of Labor, it covers skills, knowledge and abilities, work activities and values, and occupational data.

DISCOVER is a computerized, career decision-making, software that is very interactive and full of graphics.

SIGI Plus is a computerized information system designed to help the user plan a career. It includes self-assessment, occupational search, career preparation, decision-making skills and next steps for planning.

Traditional Instruction

Instructors will have many opportunities to use traditional instructional methods, along with on-line and other digital resources. Some examples include:

- Library research will augment the use of on-line and software program research. Library research continues to appeal to students, especially older students who might be less familiar with technology as well as students who are tactile learners.
- Lecture-based instruction is effective for labor market information overviews, decision-making and goal setting segments.
- Writing assignments that include the use of critical thinking skills.
  Examples include: *Writing one-liners* for resume development; developing responses to job interview questions; writing an ideal job scenario; writing out one's steps for goal setting; writing a response paper to an informational interview or a job shadow experience.

Conclusion

Technology has transformed the way in which we work, learn, recreate, socialize and connect to our communities. As career/life-planning instructors, we encourage our students to use technology, upgrade their skills, and prepare for a constantly changing global economy and labor market. If we encourage our students to use 21st century tools, then we must provide them with opportunities to access information. It is incumbent upon us to 'walk the walk', and not only provide a hands-on learning environment, but also model current technology that is prevalent in our work and life environments. This workshop gives you the foundation and techniques to begin creating a contemporary learning environment with 21st century digital resources. As a result of attending this workshop, you will be better prepared to assist your students in identifying their life roles as students, workers, citizens, homemakers, or leisurites, as a part of the career/life planning process.

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Get The Balance Right

Rebecca Jaurigue Haddock, M.Ed., NCC

No small irony that my recent birthday gifts included these book titles – *Living the Simple Life: A Guide to Scaling Down and Enjoying More* and *Something More: Excavating Your Authentic Self.*

On Mother's Day this year, my son's favorite teacher gave me the book, *The Art of Doing Nothing: Simple Ways to Make Time for Yourself.*

This summer, out of the blue, my husband sent me this book, *Self-Nurture: Learning to Care For Yourself As Effectively as You Care For Everyone Else.*

Now I'm at the Global Career Issues Forum to talk about Work/Life Balance.

We crave ways to make sense of these crazy times. What do our clients and students want? What do our associates and employees want? What do you want?

Work now happens 24/7. Work is more about acceleration and access. So we need balance more than ever. The popular magazine *Fast Company* holds the credo, "Work is Personal," so check out these cover stories. "The Good Life: Create Great Products, Beat the Competition, Make Good Money, Go Home at 5 O'Clock" (January 1999) and "How to Design a Life that Works: Work, Travel, Money, Family, Sleep, Fun – How Much is Enough?" (July 1999).

Earlier this year, a *New York Times Magazine* cover story identified you and me as "the liberated, exploited, pampered, frazzled, uneasy, new American worker."

Even in career development, we speak of work in terms of identify, fulfillment, soul and expression. Just as we are in charge of our careers, we need to take care of our balance. As we motivate and advise other people to manage their own careers, we must negotiate and decide our own sense of balance.

Or as a sign at the Franklin Covey shop tells me, "Inflict Balance."

I've spoken at this conference since 1993, four times on Generation X, and even here, the concept comes up again. Just this year, published surveys from Ernst & Young and Price

Waterhouse Coopers noted that recent college graduates value "work/life balance" as their key factor in selecting employers. This issue relates to recruiting, management and retention.

In 1999, the *Christian Science Monitor* highlighted Generation X, employees in their twenties and thirties, in a series about the new workplace. The top priority of this generation was identified as "work/life balance."

Finally, this text we will use today specifically mentions Generation X. This quote is from *Work and Family – Allies or Enemies: What Happens When Business Professionals Confront Life Choices* (Stewart Friedman & Jeffrey Greenhaus, Oxford University Press, 2000). "If Gen-Xers don't succeed in forcing a shift in the very concept of a career, the balance between work and family we desire will remain out of our reach."

I am on a mission – to define balance, create balance, encourage balance.

I invite you to reflect on how you want to define balance. I challenge you to relate ideas on how this process can unfold for individuals and organizations. And I support you, as we come up with specific strategies, themes and recommendations in our action plans.

As we move ahead, I want to share this perspective, looking at balance through our choices and our values, the essence of career development.

Recommendations Developed by Participants at the Global Career Issues Forum.

Going beyond work and family as we consider work/life balance, what about art, health and faith? What about play, the real spirit of "recreating" ourselves?

Why did people come to the ICDC? They wanted to know how to incorporate balance in their own lives. They wanted to hear stories from other professionals who were wrestling with similar questions and concerns. Finally, they wanted to discover how to take these ideas back to their offices, schools, agencies and homes.

How do we define balance?

- Balance encompasses emotional, spiritual, physical and developmental components.
- Balance takes our beliefs, dreams and experiences into account.
- Balance is living in the present.
- Balance is taking action.
- Balance can be expressed in many different ways - mobility, flexibility, resilience, ease, flow, fulfillment, connections, yearning, awareness, peace, energy and reflection.

What can we do as individuals to create work/life balance?

- Reflect on your values, priorities, choices and decisions. What works right now? What needs to change? Think about writing your own mission statement with clear, immediate, relevant objectives that may be updated constantly.

- We need to ask ourselves first, "What price are you willing to pay? What tradeoffs are you willing to make?"

- Consider this question, "What are the consequences of my choices?"

- Assess the areas of imbalance in your life (maybe use the popular metaphor of a wheel, with the spokes representing various facets that are important to us, such as career, family, community, school, recreation, spirituality, health). What do you want to change? What can you do now to start making small adjustments?

- Remember that everyone is an individual. The concept of balance is relative to our own experiences, dreams, finances, health. We must get our priorities straight, which means digging deep into our true mission in life.

- Seek your own resources and services to maintain self-awareness.

- Get comfortable with downshifting. Technology is a drug that can get out of control. Every once in awhile, turn off telephones, laptops, organizers, televisions.

- Respect values that other people hold about work/life balance, through active listening, coaching, mentoring, 360-degree feedback.

- Listen to your clients. Learn from your clients.

- Model this behavior of work/life balance for our clients, students and associates.

- Empower ourselves first, so that we can empower other people.

- Show our true selves at all times, so that our employers, associates and clients know who they are dealing with and where we come from.

- Speak your own truth. Be courageous. Take risks.

How can we infuse work/life balance into organizations?

- Realize that livelihood often serves as the essential fulcrum to work/life balance. Our livelihood allows access to our choices - how do we want to spend our time, energy and

money? Therefore, career development is crucial in schools and workplaces. The process of career development facilitates the selection and maintenance of our livelihood.

- Clients and students must know a company's mission, culture and style. Research the unwritten rules of the company. Provide website addresses, annual reports, trade journals to gather information. Encourage clients and students to do this "field research" on various industries, organizations and leaders.

- Make career development a mandatory part of the school curriculum.

- We need to coach clients on the importance of "knowing yourself." Give a "Self-Discovery Tool Kit." Give values clarification exercises to assist in making choices. Link these activities to the concept of balance in workshops and classes. Once they identify their priorities, encourage them to complete an action plan to take steps to bring about work/life balance.

- Talk to clients about how to balance career aspirations and expectations with family, community, health, financial and spiritual needs. Mention priorities and sacrifices.

- Identify each employee's top values. How are these values met in organization and family situations? Continue the process of self-awareness based on shifting values, both personally and professionally. Develop a matrix for rating values to ascertain conflicts in organizations, families and individuals. Consider these conflicts – where is a shift possible? Coach clients and organizations through this process.

- Implement management training to create awareness for retention issues. Define values and how these values fit in the workplace. We need ways to improve the bottom line. How can we sell these ideas from the business perspective?

- Educate executives on how work/life balance positively influences recruitment, retention and productivity.

- Start early. Develop curriculum on work/life balance that starts in the elementary schools. Integrate the idea of work/life balance in various subjects, such as literature, mathematics, science, history.

- Involve the media! Contact Oprah Winfrey!

- As a pilot program, encourage a family-sensitive company to incorporate work/life balance as business strategy. See how productivity is impacted. Organize a task force to study how businesses are run in Europe, in terms of work/life balance. Look at flexible schedules, job sharing, extended holidays can be arranged.

- Utilize a measurement of the ebbs and flows of work/life balance. Since balance does not occur constantly, how can we examine this process through journaling, workshops, meditation?

- Encourage employees or jobseekers to find out organizational values and needs, then check for alignment.

- Open a transparent access to information on other employment opportunities within an organization.

- Measure the results of implementing work/life balance. Conduct surveys on retention, morale, efficiency, revenue.

Teach the new generation about how to research and select careers that allow for work/life balance. Create and publicize "employers of choice" within various industries. Encourage sequencing careers, phasing times of chaos with respites of calm. Look at updating professional skills, which allows people to work smarter, not work harder.

The message of work/life balance is the same message that we present for career development. We are responsible. We are accountable. We must get the balance right for ourselves before we can even think of influencing other people, organizations and industries. We must start now.

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Flexible Work Arrangements: Guiding Our Clients through the Maze

Karen Hanen, MS, MBA

Introduction

Work-Life expert, Karol Rose, addressed the American Management Associations annual Human Resources Conference & Exposition in April, 1996 with the following remarks:

> Flexible work arrangements (FWAs) are an obvious response to employees' call for work/life balance. In study after study, these arrangements-have proven to be win/win situations. The employer can attract and retain qualified employees, boost morale and productivity and even cut over-head costs. The employee can meet his or her personal responsibilities while still being productive at work. When employees are asked what would most help them manage their work and personal lives, flexibility is the number 1 response (Rose, 1996:18).

Flexible work arrangements have been a major component of many corporate work life programs for several years. As Ms. Rose cited in the aforementioned speech, numerous studies have shown how valuable such arrangements are in attracting and retaining employees in all areas of work. Now that more employers have policies allowing for flexible work arrangements, career counselors and professional coaches are in a unique position to expand their repertoire of knowledge about flexible work arrangements and in-turn offer their clients:

1. Useful information about the variety of flexible work arrangements
- Assistance in determining which arrangement(s) might be most appropriate for them in their pursuit of work life balance
- Understanding why managers often are resistant to supporting requests for flexible schedules
- Guidance as clients approach their managers to initiate discussions and prepare proposals to obtain their manager's support to work a flexible schedule

This paper is devoted to offering useful information and suggestions to career services professionals, business and personal coaches and other professionals who assist clients evaluate and choose work options that facilitate their desired balance for career life integration.

Background

The U.S. workforce is increasingly diverse. Changes in family structure in addition to work and family demands and lifestyles have all affected employee attitudes about work and how work relates to one's overall quality of life. Employers who respond to these demographic

changes will be in a better position to recruit and retain talented and skilled workers of all backgrounds, gender and ages (Bond, Galinsky, Swanberg, 1997).

The traditional work structure which typically consists of an employee performing work in a regular work environment, 40 hours a week from 9:00am to 5:00pm, Monday through Friday is no longer a model that fits the needs of many workers or organizations. As employees struggle to meet the increasing demands of work, personal and family life, organizations are starting to forgo the traditional 40-hour work week and provide employees with more flexible work arrangements that meet their needs (Kropf, 1996). In fact, Flynn (1997) reports that with the institution of flexible work arrangements employee retention is increasing. However, the process from policy to implementation is not always fair, equitable and consistent.

Flexible Work Arrangements: What Are They and What Are The Advantages & Disadvantages of Each?

Flexible Work Arrangements fall under two categories (New Ways to Work, 1991, p.6):

1. Restructured full-time work – Flextime, Compressed Workweek and Telecommuting
1. Less than full-time work – Regular Part-time and Job Sharing

- Flextime – Work schedules that permit employees to choose their starting and quitting times within limits set by management. The flexible periods are at either end of a "core time," during which all employees must be present.
  Advantages – Improves employee morale; accommodates the needs of employees with children and other personal demands.
  Disadvantages – There is a lack of supervision during some work hours

- Compressed Workweek – A standard workweek compressed into fewer than five days. The most common are four ten-hour days; three twelve-hour days; or a two-week pay period with five nine-hour days in the first week, and four nine-hour days plus a free day in the second week.
  Advantages – The number of employee trips to work are reduced; employees have longer blocks of personal time, usually a 3-day weekend every other week.
  Disadvantages – Employees can have a hard time adjusting to 10 or 12 hour shifts; supervisor not on premises during some hours.

- Telecommuting – Work at home or at a satellite office on a regular schedule.
  Advantages – Reduce employer costs; often improved productivity because of uninterrupted work time; flexibility for employee to attend to family or other needs.
  Disadvantages – Potential communication problems keeping telecommuting employees informed; scheduling ad hoc team meetings; supervisor is not present.

- Regular part-time – This work schedule is less than full-time by an employee on a company's regular payroll. This option should offer the same degree of job security and a prorated share of the rights and benefits available to full-time workers.
  Advantages – Flexibility in work hours; retaining trained and productive employees; improved recruitment; increased commitment by employee.
  Disadvantages – Increased benefit costs; less chance of advancement for employee.

- Job Sharing – Two people voluntarily share the responsibilities of one full-time job while salary and benefits are prorated. Job Sharing creates regular part-time employment opportunities where there is a full-time position.
  Advantages – Retains valued and skilled employees; higher productivity using creative scheduling; allow employee to address other needs outside work.
  Disadvantages- Potential for increased benefit costs; raises head-count; demands on supervisor for increased communication and alternative scheduling.

Why Do Managers Resist Supporting Requests for Flexible Work Arrangements

The research on management resistance to implementing flexible work arrangements falls into the following four categories:

- Senior Management Barriers. Even today, many senior leaders have strong beliefs in the traditional family structure where the man works and the women stays at home to raise the children. Kofodimos (1995) wrote that of the 76 CEOs who responded to a Wall Street Journal survey on work family issues, 95% of them had wives who had never worked outside the home. Kofodimos (1995) ascertains that the lack of understanding and appreciation by the CEO's of what the modern-day workforce contends with in balancing work and personal life are barriers in introducing flexible work arrangements and impacts the organizational culture. Additionally, there is often a belief system held by senior managers that face time, the actual time a person spends in the office, is the only worthy measure of output, effort and commitment to the organization. Unfortunately, this belief system too often negates real results and quantifiable productivity (Lee & MacDermid, 1998).

- System Costs Incurred by Managers. For Telecommuters there may be duplicate costs for those who have offices both at home and the office. Also, job sharers may each have separate offices including separate computers, phones, printers, and office furniture increasing overhead costs. In some organizations, there are additional administrative, compensation and benefits costs when hours are reduced. Moreover, consulting and legal firms relying on consistent billable hours can face substantial problems when people work fewer hours (Dennis, 1997). Furthermore, the research organization Catalyst (Kropf, 1996) concluded in their study that some organizations still preferred using employee head count, the actual number of employees working despite the number of hours each worked, as a way of determining staff size and allocation of budget, resources and bonuses. This system works against managers who have part-timers and job sharers on staff.

- Managers' Personal Concerns. One of the most cited management concerns about flexible work arrangements is that if one person has their schedule altered, everyone else will want to as well leading to anger, resentment, grievances and accusations of unfairness and discrimination (Kropf, 1993) (Rapoport and Bailyn, 1996). Also, when employees work off-site or early/late hours, managers have concerns about the potential lack of productivity and control. There are additional management concerns that if employees aren't available during regular work hours client or customer needs won't be met, potential unforeseen problems and

crisis's will be left unresolved and the number of scheduling and communication snafus will increase (Kropf, 1993).

- Managers' Lack Necessary Understanding, Resources and Policy Information. Many organizations have policies about flexible work arrangements but don't provide any written resources or training for responding to requests and successfully implementing such schedules. In fact, Friedman and Umland (1999) profiled 400 U.S. companies and examined the status of 105 work life initiatives including flexible work arrangements and determined that only a quarter of the companies surveyed even offered usable guidelines. Some organizations have such confusing cumbersome details for managers to contend with, it's easier for managers just to deny justifiable requests (Sullivan and Lussier, 1995).

Common Questions Surrounding Flexible Work Arrangements

Question: If managers approve a few employees' requests for flexible work arrangements, won't every other employee want to participate as well?

Answer: No organization, which has used voluntary flexible work options, has reported a flood of requests for change. The truth is, most people prefer a full-time job on a regular schedule. Most employees are not in a financial position to reduce their work hours. Although, flexible work arrangements tend to be a very popular policy, their usage is usually minimal. Often for employees, just knowing that flexible work options are available should they be needed is what employees really appreciate. Moreover, it is up to the manager whether or not each request is approved.

Question: Aren't flexible work arrangements just a woman's issue, specifically for woman with small children?

Answer: Although it is true that women with children are the primary users of flexible work arrangements, specifically those that result in reduced hours, both women and men use and support having flexible work arrangements for their peers. More men and women have increased responsibilities for child care and elder care, which is projected to become a bigger issue in the next decade as baby boomers continue to age. Moreover, employees are opting for flexible work arrangements to pursue educational interests, community involvement and personal hobbies. Also, employees who interact with others over the phone across different time zones, report that flexible scheduling allows them to better meet their customers needs living in different parts of the country or world.

Question: Aren't flexible work arrangements good for just a few kinds of positions?

Answer: Studies show flexible work arrangements can be successfully implemented by a variety of different workers – secretaries, line and operations workers, sales and service, professional, consultants, supervisors and even senior level managers. The key is to look at all the different aspects of each position and its context within the work team. Employees must be willing to work with their managers to find the best way to reconfigure a job's functions so that employees can have some flexibility while business needs are met without undue hardship on the rest of the work unit.

Sometimes this means an employee's request to work half-time may be approved at three-quarter time. Or an employee who wishes to telecommute three days a week may only be

approved to do so one or two days and not necessarily every week. It's necessary for managers and employees to realize they have to be flexible and adaptable about flexible work arrangements. Such arrangements are not all or nothing propositions and they are frequently subject to change as business needs also change.

Question: Won't employees who participate in a flexible work schedule, specifically where hours are reduced, decrease their chances for career advancement?

Answer: If managers value "face time", that is visible time in the office, rather than output or productivity, then indeed careers will suffer. However, if employees can seriously look at job functions and determine how they can best be performed as well as streamlined for nonessential work, then employees will find themselves focused on the most salient tasks of their jobs; thereby, increasing productivity, commitment and morale. In fact in a study done by the non-profit research firm, Catalyst (Kropf, 1993), researchers found 53% of the part-time employees studied received promotions while working on a reduced schedule. The researchers concluded it was the perceptions of first-line supervisor all the way up to senior management that influenced career advancement, when employees were using flexible work arrangements. The key is for employees to determine how to reorganize their job functions with minimal disruption to the workflow and productivity and then convey that in their proposal to their managers.

Question: Doesn't implementing flexible work arrangements cost too much?

Answer: There may be some initial start-up costs for telecommuters like setting up a home office, or for job sharers who may have overlaps in office time - using two work spaces, phones and computers instead of one. However, the costs of losing a good performer far outweigh whatever slight overhead costs the department might have to absorb. Employees need to show that losing a good employee incurs these often hidden costs:

- Loss of productivity when a person leaves
- Loss of morale to the remaining team
- Recruitment, advertising, screening and preliminary interviewing costs and time
- Interviewing costs and time for meeting with several candidates
- The hiring and training costs for new hires
- The loss of productivity as new employees advance through the learning curve
- When a good employee leaves they take their knowledge of their organization and former position(s) with them, thus leaving an organization more vulnerable to the competition

Hands down, retention saves far more than any initial start-up or overhead costs.

Advice for Clients Pursuing Flexible Work Arrangements

- Clients should always do their homework and research their organization's policy on flexible arrangements. This should include knowing the organizational culture and its values, interviewing others in the organization or similar organizations working comparable schedules, reading FWA literature to identify benefits such as increased retention, productivity, morale while lowering costs of recruitment, hiring and training.

- Urge clients to liberally incorporate the benefits that should accrue to the work unit if the individual's proposal is accepted. Such benefits may include increased productivity because of fewer distractions, servicing clients or customers before or after regular hours, increased creativity and innovation, reduced overhead costs and less absenteeism.

- Clients should have a purpose as to why they want to work a flexible work schedule. Most reasons revolve around childcare, elder care, returning to school, personal interests and hobbies, community service, professional association involvement, shorter commute times, more energy and less stress. Many organizations don't even have employees identify why they want to work a flexible schedule because there is an assumption that managers can bias their approval based on individual reasons. For instance, returning to school or a community service venture may be viewed more favorably than attending to family needs.

- Have clients identify and thoroughly address managers' concerns within the proposal or presentation. For every concern, whether it is start-up costs, scheduling hassles, communication problems, team meeting changes, workflow or production alterations, client or customer service availability, identifying job share partners, etc., clients should have detailed prepared responses to minimize management resistance at the outset.

- Proposals and presentations should generally include a trial period for the new flexible schedule. Typically 3-6 months is a good time to determine whether the schedule is working for the employee and the work unit. Moreover, periodic evaluation meetings should be established to review any problems, make corrections, and renegotiate terms of the flexible schedule should changes by either the individual or the organization be necessary.

For job sharers, the most important concern by management is finding the right job share partner. A client might locate an excellent partner either at the current workplace, through professional or personal networks, alumni associations, strategic websites or publications, and sometimes even a specialized employment agency. For job sharers, it is essential that both partners are:

  - Excellent communicators (verbally, email, in-writing, fax, voicemail)
  - Very cooperative (go the extra mile to make the partnership work)
  - Endowed with similar or complementary skills and share similar work habits
  - Willing to commit to the same schedule possibly for the long-term
  - Flexible enough to accommodate one another and the business needs

- Telecommuters, who have responsibility for taking care of children or other individuals in the home, need to be very clear how and when they will complete their work without compromising their other responsibilities. Most telecommuters hire outside babysitters and/or caretakers so they can work uninterrupted yet still be available. Telecommuters report they are often most productive when other household members are sleeping. Also, telecommuters should have one area or room in the house set aside just for working. When the workday ends, returning to the living quarters is essential. Otherwise, the distinction between work and personal time begins to blur.

- .If a client's manager turns down the initial request, the client needs to identify the reasons the preferred schedule. This usually involves compromise with respect to the preferred

schedule. This may mean working more hours than a part-time employee had intended or spending more time in the office than a telecommuter had in mind. Remind clients that when preparing a flexible work proposal, they have to keep in mind the business needs of the organization. In almost every corporate policy regarding flexible scheduling business needs override individual wants. Furthermore, when management denies a client request, clients shouldn't assume that "No" means no forever. Encourage them to rework the proposal and submit it when work may be less hectic or managers less stressed.

- Clients should have a back-up plan of action should their request to work a flexible schedule fail. Career services professionals are vital in helping clients explore other feasible options.

Items to Address In a Client Presentation/Proposal to Request a Flexible Schedule.

Flextime

- Allowable starting and quitting times
- Affect on work team members
- Phone, Client, Customer support effected
- Degree of individual flexibility
- Length of individual work day
- Length of individual work week
- Lunch and Break times
- Accountability for non-supervised hours
- Coverage and work flow
- Core time when everyone is required to be at work
- Communication channels and meeting times
- Evaluation and feedback process
- Length of trial period

State and federal labor laws

Compressed Workweek

- Operation and shift schedules
- Work flow and production effects
- Affect on other team members
- Existing labor contracts
- State and federal labor laws and overtime concerns
- Holidays and other paid time off
- Accountability during unsupervised hours
- Phone, Client, Customer support effected
- Schedules of other staff members
- Length of trial period
- Communication channels and meeting times
- Evaluation and feedback process

Telecommuting

- Work flow and production effects
- Phone, Client, Customer support
- Schedules of other staff members
- Affect on other team members
- State and Federal labor laws
- Communication while off-site
- Costs for home office set-up
- Duplications of costs for home and work
- Off-site scheduling
- Legal and tax considerations (home office)
- Accountability while off-site unsupervised
- Length of trial period
- Evaluation and feedback process
- Communication channels and meeting time times

Regular Part-time

- Head Count vs. FTE
- Work Flow and production effected
- Scheduling and meeting times
- Phone, Customer, Client support
- Allocation of resources
- Flexibility/Availability of individual
- Impact if future reductions in force
- Productivity measures
- Career obstacles for individual
- State and Federal Labor laws (hourly status)
- Length of trial period
- Distribution of work
- Schedules of other staff members
- Affect on other team members
- Holidays and other paid time off
- Compensation and benefits impacted
- Evaluation and feedback process

Job Sharing

- Head count vs. FTE
- Impact on compensation and benefits
- Partner formation
- Work flow and production effected
- Schedules of job share partners
- State and Federal Labor laws (hourly)
- Replacement if one partner leaves
- Communication channels
- Overlapping times, space, costs
- Career obstacles for jobsharers
- Division of partner work and responsibility
- Handling partner conflicts
- Phone, Client, Customer support
- Affect on other team members
- Seniority and skill level of partner
- Impact on staff meeting times and schedules
- Partner flexibility/availability
- Evaluation and feedback process

Summary and Conclusion

In the past decade, flexible work arrangements (flextime, telecommuting, compressed workweek, regular part-time and job sharing) have been introduced in an array of organizations across North America and abroad. Although workers' desire for flexible work arrangements continues to be ranked as one of the most important organizational benefits, resistance by managers to support employee requests for flexible schedules because of antiquated beliefs, short-term thinking and lack of information, has prevented individuals from achieving the work life balance they so desire.

However, change is inevitable. The Workforce 2000 reports that our labor force will grow more slowly than at any time since the 1930's. At the same time it will be getting older and more female. Although, flexible work arrangements was borne from the need to retain talented female professional workers from leaving the workforce after childbirth, the reality of who wants flexible work arrangements is changing. Paula Rayman, Radcliffe Public Policy Center Director, reports in a new study which surveyed male workers from ages 20-39 states that "70% of men in their twenties and 71% of men in their thirties say they would be willing to give up some pay in exchange for more family time." She notes that the report concludes, "One reason young men now view family responsibilities differently is that they are the first generation raised by working mothers." Furthermore, other research indicates that organizations will become increasingly service-oriented, and new jobs in service industries will demand much higher skill levels than today's jobs. Employees will have to balance work with family, education, and training. To succeed, both employers and employees will need more, not less, flexibility (Olmsted and Smith, 1991). As career service professionals and coaches we owe it to our clients to pass along this valuable information so now they can make the most informed and meaningful decisions affecting how they navigate career-life balance.

Additional Resources and Books on Flexible Work Arrangements

1. Work & Family Connections, Inc. – Clearinghouse for information related to numerous work life balance initiatives, including flexible work arrangements. (1-800) 487-7898, www.workfamily.com.
2. Alliance of Work/Life Professionals – Professional association for professionals and employer organizations dedicated to helping individuals improve work, family and personal life balance. (1-800) 874-9383, www.awlp.org.
3. Flexible Resources, Inc. – Placement firm that works with organizations and individuals seeking flexible scheduling. (212) 697-3967, www.flexibleresources.com.
4. Work Options, Inc. – Work Flex Consulting firm that provides tools (Flex Success 2000) and resources to individuals preparing proposals or presentations to secure a flexible work schedule. (1-888) 279-3539, www.workoptions.com.
5. New Ways to Work – Consulting firm offering services and publications for employers and individuals pursuing a better understanding of FWAs and how to successfully implement such a program. (415) 995-9860, www.nww.org.
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Creating Lifespan Balance: Redefining Career Success and Reinventing Retirement

Helen Harkness, Ph.D.

"Dr. Harkness, what do you advise young adults to do with their time and talent when making money is no longer an issue?" This was a question via e-mail received from the president of a thriving dot-com company whose IPO made millionaires of many employees.

"Now what?" or "What's next?" are the emerging questions for many young fast-trackers today.

How similar this query is to what I hear also from countless adults in late mid-life who are anticipating retirement soon – many with adequate income for their future, but still anxious to capitalize on their time and talent. An equal number I see at this age cannot afford to retire since their income is grossly inadequate.

To respond to these newly developing "what next" issues from either end of the age spectrum requires a re-examination and realignment of:

- Our current definitions of personal and professional success, and our rigid timeline for accomplishing it;
- Our view of the second half of our lives, and the prevailing and widespread mindless myths of aging;
- Our current practice of retirement and its negative financial, mental, psychological, and physical impact on individuals and on our national economy directly related to our current shifting demographic realities;
- The developing demographics directly and dramatically affecting our workplace and potentially our national economy.

Achieving Success

Understanding these seemingly disparate issues of defining success as a responsibility for the first half of our lives, and aging for the last half is a major underlying matter. This is our current concept of time – the clock and the calendar are seen as our major guides. Time is viewed as linear, absolute, certain. We have perhaps unconsciously set certain and absolute chronological timelines for many of our activities. These may well be artificial and highly inappropriate for our personal, professional and national well-being. While rules based on chronological age may have been a better fit in the earlier part of the 20th century industrial age, they are now outdated and mindless conventional wisdom.

As these rules play out, achieving personal and professional success is the major responsibility for the first half of our life. We are traditionally expected to have arrived at it all

by at least the mid-forties. Think on this obligation list: We are to grow up and reach full maturity, acquire our major education and worklife training, select what we trust will be a lifetime mate, become a caring spouse and a devoted parent, determine and enter a career that provides purpose and meaning, achieve top success and status by making money, save for children's education and a worry-free retirement that could last 17–20 additional years.

What an unrealistic load of expectations to carry for the first half of our lives. No wonder a majority of adults feel overwhelmed. Unfortunately however, many who have not achieved this mythical, artificial state see themselves as failures and withdraw. Know this: Realistically, we can have it all, but not at the same time. It is critical that this "achieve it all by your mid-40s" be shifted to a more rational and balanced use of our extended lifespan.

This drive to achieve it all during the first half of life expresses a form of time starvation, according to Robinson and Godbey (1999). After extensive study of how we use our time, they conclude that while we actually have more free time, many feel constantly rushed. They rate their health and life satisfaction low as a result. "The stress that accompanies such a speeded up style of life is a major cause of early death" (p. 47). Levine (1984) found that the faster the pace of life in a city, the higher its rate of coronary heart disease.

In a time-famine society where young adults are pushed to achieve it all quickly, they frequently may pay more attention to figuring out what will achieve rapid success than on finding work activity that engages them naturally and internally. It takes discipline, skill and patience for overcoming challenges to become really gifted in an activity. If we feel constantly pressed for time, we may avoid critical activities and commitment. We may resort to spending 40% of our free time watching TV, as calculated by Robinson and Godbey (xv).

Rethinking and Reinventing Retirement

With all the evolving changes, our traditional retirement rules developed for the industrial age of manufacturing requiring muscle and brawn are irrelevant. As we head into the 21st century with the emphasis on biomedical research coupled with our increased physical fitness activity, our years of healthy life are rapidly increasing. In 1995, our retirement age was 62 years. In 1940, about 91% retired after age 65, but in 1995 this figure had dropped to only 6% working past 65.

In 1997, at age 65 the average life expectancy was an additional 17.6 years (19 years for women and 15.84 for men). In 1900, it was only 1.7 years after age 65. A child born in 1997 could expect to live about 29 years longer than one born in 1900. So, we are living about 20 years longer, and these years are set to increase as is the health of older adults. The 85+ age group is 33 times larger than in 1900 and is growing six times faster than the rest of the population, according to Warshofsky (1999). The largest age group increase will be the centenarians. Today about 65,000 Americans are over age 100. About 4 million people who are alive today will see the next century.

When Social Security was established in the US in 1930, 19% of the population lived to age 65, but now 72% live beyond age 65, and this is rapidly rising. Retiring earlier and living longer will leave 20 to 30 years – one/third of our lives in retirement! This planned obsolescence is absurd, and a serious threat to our national economy. To achieve this balance throughout our lives, it is essential to redefine and reinvent retirement. A major step will be breaking the barriers created by our mindless aging myths. These are:

- Mentally: Shrinking brain is a given: Brain power peaks at age 17 and then it's all downhill. Neurons are depleted by age 60 if they last that long. A recent study led by Rotman Research and the University of Toronto reported in *Science Daily* (10/28/99) that older adults can perform just as well as young adults on visual, short-term memory lists, but they use different areas of the brain than younger people. They concluded that the older brain is more resilient than formerly thought. Alzheimer's and senility are diseases, not a natural part of aging, as taught in graduate schools in the early 1970s.

- Physically: Growing up means automatically running down and to be old is to be sick and frail. Jack LaLane, fitness expert, at age 85 is as fit as the average 29 year-old, as reported in the Johns Hopkins Medical Newsletter.

- Psychologically: Little to live for, quietly waiting for the grim reaper. Hemingway called retirement the ugliest word in the English language. Chopra, in *Ageless Body, Timeless Mind* (1993), said that an early retirement death syndrome is created by the belief that one's life is over.

- Creativity: Wilting inventiveness is a part of aging. This assumption based on a study by Lehman (1953) holds a very narrow view of creativity and is still cited in textbooks today. In 1957 the University of Michigan held a series of seminars on creativity attended by the great minds of the time: Maslow, Mead, Rogers, Fromm, and May. With their definition of creativity, age was not identified as an issue (McLeish, 1976).

Focusing on Functional Age

Resetting or ignoring our chronological clock is our current major responsibility at mid-life. "Chronological age is an unreliable measure of aging—but a proven measure of the passage of time called birthdays and receiving presents." –Leonard Hayflick (1994).

"Knowing what you know now about yourself and the world, what would you do with your life and in your work if you could deduct 20 years from your chronological age?" This is the major question I present to my mid-life clients as they redesign and enhance their career. The critical challenge is to free ourselves up so we can determine the answer to this question and then devise a successful action strategy to achieve it, or a close version of it.

A major step toward becoming a person whose creativity, wisdom, power, and purpose develop with age is to learn a new way to count time. Why are we suddenly supposed to be old at age sixty-five? What is the critical scientific evidence for this? It does not exist. Not one expert in the aging field says that chronological age is a reliable measure of our actual aging. It is an accepted convenience only.

A question we should ask: "*If you didn't know your age, how old would you be*?" The important thing is the age we act, perform, execute, move, think, feel — the age at which we function. When I pose this to many of my clients who have been genuinely frozen in their thinking about their future career direction, it's amazing to me how rapidly they can name what they would do and be! Without realizing it, our chronological age can unconsciously and automatically block our thinking about our future. We grow old, not by living a certain number of chronological years, but by becoming idle in mind, body, and purpose. We decline and decay

by abandoning our flexibility, our ideals, our talents, our life's mission, and our involvement in our community. We grow old and retire by buying into society's story that we can be surplussed, junked, and discarded.

We are told it's time to grow old, and others expect it, and we defer and play our past. The most deadly assumptions related to aging are that retirement and old age are directly connected to the chronological age of 65, that mental decline and senility are inevitable if we live a long time. The following is the Career Design formula for creating lifespan balance (Harkness, 1999, p. 84).

Ten-Step Formula for Successful Aging and Working in the 21st Century

1. Age functionally—not chronologically.
2. Stop your aging chronological clock at whatever age you are now.
3. Take control of your second mid-life, your extra 20 years of good health.
4. Insert this 20 years now at your mid-life—don't add them to your old age.
5. Subtract these 20 years from your current chronological age for your possible functional age.
6. Visualize what you would do if you were that age, knowing what you know now.
7. Design a strategic action plan to accomplish this.
8. GO and do it, or some close version of it!
9. Grow and become a person of age, wisdom, creativity, power, purpose, passion, and pursuit.
10. Live long, die fast! Be "old-old" a shorter time.

Demographics Dictating Our Future

The demographic realities facing the workforce will have a strong impact on changing the early retirement issues. To stay competitive, organizations in developed countries have spent the last decade focused on the three R's: re-engineering, restructuring, and re-alignment. Moving into 2000 they are facing a challenging but vastly different set of R's – recruitment, retention, and retraining.

Revolutionary forces worldwide are converging to forever alter the way we work and age. These are: (1) our dramatically changing population demographics in a time of expanding labor force growth, and (2) the rapid shift from muscle and machine to mind, information, technology, innovation, and consequently, the changing personality and skills necessary to succeed in this workplace. These will dictate both organizational and individual destinies and it is imperative for both to swiftly implement revolutionary career management strategies vastly different from the past decade.

Resulting new realities are the increasing demand for trained labor combined with a shortage of workers between ages 24–45. In the next decade this will create a 30% labor shortage according to the consulting firm of Walton Wyatt Worldwide. More than 13 million high-tech workers will be needed, providing greater leverage for high-performing workers of all ages, according to the *Trend* newsletter (3/4/99).

Our labor force of about 140 million will grow 11% by 2006 but the demand will increase by 19%. An American Management Association survey reported that 60% of

companies surveyed said that recruiting and retaining qualified workers would be their major problem in 2000.

Some employers anticipating a serious labor shortage in their future are beginning to revamp and adopt creative strategies such as stock plans, sign-on pay, bonuses, profit-sharing, and variable compensations to recruit and retain employees. The retirement of the Baby Boomers should be a scary prospect for employers, given the birth dearth of the Generation Xers and the shrinking numbers of the generations that follow. Even more alarming is the documentation in 1992 by the US Department of Education that almost 50% of Americans in their early 20's, and 14–16% of college graduates, were functionally illiterate, unable to read a map or balance a checkbook.

As the United States and other developed countries throughout the world experience the aging of their populations and consequently their workforces, there is a growing need to recognize the special economically advantageous characteristics of this older workforce cohort. However, ironically, according to a survey by the Society for Human Resource Management (SHRM) and the AARP, only 65% of the organizations actively recruit older workers. Ageism, though illegal in the US, has been a reality. The high-tech industry, while expressing a desperate need for workers, has a 17% unemployment rate for workers over the age of 50.

The key to private business success and continued productivity growth will be retaining well-educated mature individuals in the workforce and actively training and retraining them as appropriate. To avoid being unprepared for their workforce needs, many policies and practices that discourage employment of mid-career and older workers must be changed, and rapidly.

Summary

We can not be expected to achieve all our personal and professional success in the first half of our lives and then "go gently into that good night" for the last half. We must re-evaluate our timelines and integrate our success and achievement with our entire lifespan. Retirement must be reinvented. This involves breaking the beliefs and barriers created by the mindless chronological aging myths of aging, and focusing on functional age.

The challenge today is to see our entire lifespan — youth, age, career and worklife, retirement, leisure and lifestyle as threads to creatively and consciously weave together in a pattern of success of our choice.

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Hand-Me-Down Dreams: Integrating Family Perspectives into Career Counseling

Mary H. Jacobsen, LICSW

Since writing *Hand-me-down Dreams: How Families Influence Our Career Paths* (NY: Three Rivers Press, 2000), I have steadily expanded the range of career coaching clients with whom I utilize family perspectives. Exploring family influences is particularly helpful for: clients who are *stuck* pursuing goals they know they want; clients who feel *torn* between "practical" or "realistic" paths and their individual "passions"; clients who express *guilt or fear* about defying their family's or society's expectations; clients who perceive the *barriers* blocking them from forward movement as stemming exclusively from *"outside"* sources; and clients who fear feeling like a *"failure"* if they make the *"wrong"* choice.

What links such clients together? Usually, they are defining the values and choices confronting them in limited or outmoded ways which originate in the experience of past generations, most significantly, parents and grandparents. These clients are trying to outgrow the restrictions, or they wouldn't be seeking your help. But they may not have accurately named the source of their conflict as stemming from family lessons. Nor may they understand fully that they are not only free to, they **must** clarify and swear allegiance to their *own* authority on goals, values, possibilities, and priorities. They must, that is, if they're ever to develop attitudes and behaviors that align with their individual passion, purpose, and happiness.

Introducing Family Perspectives

When interviewing clients, I keep family perspectives closely tied to current goals by asking people first to tell me what they want, and then to tell me what they believe has prevented them from attaining that goal so far. The stories people tell implicitly include within them **alternate narratives** in which they could have clarified or attained their goals without consulting you — except that these other paths didn't *occur to them,* or *didn't feel possible, advisable, or pragmatic.* Then, like a detective, I work with clients to try to understand the literally "familiar" lenses through which they've grown accustomed to viewing — and limiting — their choices.

In most cases, these lenses: *constrict* their creativity; *create confusion* about what is possible or worthy to pursue; and/or engender *conflicts* between loyalty to the person they're *discovering they really are,* and their loyalty to *appearing to be* the person their family or other loved ones need and expect them to remain. Under these circumstances, clients need to find other lenses that reveal new life stories in which they attain their goals while maintaining respect from and connection with their families.

Four Primary Interventions

In my work with "stuck" clients, I've found that one of four primary interventions usually helps people to overcome conflicts of guilt and loyalty, and thereby mobilizing energy to pursue goals.

I. Become peers with parents by assuming authority over your own life.

Sometimes, people express the fear that if they leave a steady job, go back to graduate school, or enter a field with greater risk or less social status, that someone important to them will criticize or judge them. Usually it's a parent or someone with the authority and status of a parent in the client's mind. The anticipated disapproval acts to inhibit freedom of movement, leading to a stalemate and continued unhappiness as clients not only remain in a career or job that no longer suits them, they steadily lose respect for themselves because they can't "make it happen."

The criticisms that bother most people are those of *disloyalty, impracticality, irresponsibility, or immaturity.* These judgments differ from criticisms which the client knows are unfair, exaggerated, or manipulative (*e.g.,* you're insane; you're bad; you'll give Dad a heart attack, *etc.).* With these latter criticisms, clients may need coaching to protect or defend themselves against verbal attack, but they're sure they are right in the goal they've chosen, and sure that they have the *right* to choose. But with the former criticisms, people aren't entirely sure they have the right to follow their own conscience or desires. They feel enough doubt about the validity of their course of action to refrain from wholeheartedly pursuing change. They haven't assumed the right to make their own judgments about, for example, what constitutes "disloyalty" to an employer; whether sticking with a path that makes you unhappy is truly "responsible" or "practical"; or whether "maturity" consists in facing the truth about your interests and goals rather than pretending to be someone else.

In these situations, people need help learning to view themselves as equal to, as *peers* with, their parents; and as having *greater authority* than their parents over their own lives and over issues and decisions their parents don't and can't know as much about as they themselves do. These areas of expertise range from careers that didn't exist when their parents were younger, the economic realities of current times, and the different, highly variable shapes of equally "successful" career tracks in today's marketplace.

Let me clarify what I don't mean by adults becoming peers with parents: I don't mean diminishing respect for parents, loving them any less, or not taking their concerns and suggestions into consideration. But I do mean: taking the burden off parents for defining values and making decisions, distinguishing love and respect from control or obedience, and insisting upon self-respect and self-reliance. People are much freer to love their parents when they don't have to fend them off or run away from them in order to feel free and adult.

James Hollis, a Jungian analyst, observed that "we cannot grow up until we can see our parents as other adults, special to our biography certainly, wounded perhaps, but most of all simply other people who did or did not take on the largeness of their own journey." Family therapist Donald Williamson refers to this transition to equal status as the end of the "hierarchical boundary" between generations, so that all adults in the family are "peers" and "equals." This launches a "new stage" in the family life cycle — because families exist in a dynamic state. When you change, everyone else must change too.

This **new complexity** — in which you can love and respect your parents but not *obey* them — and in which they can be befuddled by or even disapprove of your decisions but also

take pleasure in your happiness — is a helpful solvent for clients' fear and guilt. It can eliminate the anger and distance caused by perceiving someone else's disapproval or lack of understanding as a barrier to your own happiness.

Ironically, parents' criticism is often delivered in the spirit of trying to help and guide adult children whose hesitation or doubt suggests they're still in need of parental guidance — even when the parents can only apply outmoded advice that worked for them but can't and stubbornly won't work for their children. When clients take on complete responsibility for making their own decisions, they remove the burden of dependence and power from their relationship with prior generations, leaving them free to pursue happiness, and their parents free to take pleasure in that happiness — not to advise, guide, or harass their adult children toward it.

II. Change yourself. Don't wait for family approval or permission to change.

Many people get stuck "waiting" for parents, spouses or other important family members to "get it" before they pursue a new goal. They believe they have the right to do what they want. They know their parents or others don't understand them or their goals. But they stubbornly persist in trying to persuade, "get through to," or alter their parents' point of view before they move on. They then perceive the barrier preventing them from forward motion as originating outside themselves, "in" the other person's *stubbornness* or *cluelessness*. The hazard in trying to change others before you change yourself is that the other person may never alter their point of view! The client's happiness and freedom may remain forever dependent on someone else's attitudes and opinions.

Hurt, anger, and loneliness usually drive this "waiting game." People who feel they've never received validation, empathy, or support from family members may angrily and righteously continue to pursue it. They believe that they deserve it, that it's long overdue, and that other family members — especially siblings — may have gotten more than their fair share. So why shouldn't they persist in trying to get their fair share too?

The problem is that parents and other family members may never change their attitudes. They may not be capable of changing. They may not want to. They may not care about the qualities and abilities in the client that the client wants them to care about. For example, clients' ability to have grandchildren or to carry on the family business may always matter more to their parents than their ability to build rockets, create social justice, or conduct open heart surgery. It doesn't mean that these clients aren't excellent in their chosen endeavor, nor that they won't make an important contribution to themselves and society by pursuing it. It simply means that their parents may not *care* about this chosen form of excellence as much as they do other aspects of their children's abilities or potential achievements; these are **important distinctions**. Clients need to seek approval and validation for their intelligence and achievements from people who care about, understand, and value them. Such people *can* include family members but they by no means *always or necessarily* include them. Ever.

It helps clients who are caught in this "waiting game" to recognize the difference between actually *being* smart, capable, accomplished, etc., and their parents' ability to *value* those qualities. This recognition saves them from choosing careers or striving for glory to "prove" a point that won't accomplish their goal. They can *prove* they're smart, but they can't make others — even parents — *care*. They can, however, change themselves. They can pursue goals that express and strengthen their intelligence and abilities, and can rely upon their own approval, validation, and the support of people who care about the same things in themselves and in life that they do. That ends the "waiting game" —for good.

III. Know the patterns and habits that block you and break them deliberately and persistently.

A pattern is a habituated sequence of behaviors that get triggered in the same way, leads to a predictable exchange, and results in the same emotions and behaviors. A pattern is stuck energy. A pattern develops when alternate choices remain invisible. We tend to bring family patterns to work challenges, so if we can break them up in one area, they tend to lead to changes in all other parts of our lives, too. The good news is, therefore, that you can intervene anywhere with good results.

With patterns, the *devils are in the details*, and the devils usually arise in the early parts of conversation. By finding out what happens when clients first bring up the subject of change with a family member or others, you often delve right to the source of a problem. For example, people often begin talking about a goal or change they have in mind with a **complaint** ("I can't stand my *job, boss, tasks...*", a **plea or a wish** ("If only I could be another *person, generation, class, gender...*"), or a **request for advice** or an **opinion** ("What would you think if...?). They sound, in short, like they need advice, guidance, criticism, or nudging. They thereby **trigger** the very response from parents, spouses, bosses, or co-workers that they complain about as not being helpful or supportive. By contrast, they *don't* sound confident, sure of themselves, independent, excited, or happy.

Deliberately mapping out "pattern busters" can help the client understand how he or she triggers a patterned response, as well as learn how to trigger a different one. I often ask clients what the opposite of their current behavior would be, or what they could do that would be most unexpected or surprising to the other person. For many, major reversals in their communication patterns result from learning to begin discussions of change with comments which lead with strength, enthusiasm, and celebration. Such comments might be, for example, "I have exciting news to share with you..." "I'm confident I'll be able to succeed..." "I'm eager to learn new skills...". Clients are often quite shocked when they hear in response comments such as, "Tell me more," "Good for you," or "It's wonderful to hear you sound excited," or even, "I'm happy for you..."!

IV. Reframe "defects, failures, and inadequacies" as purposive and evolutionary.

Much of the pain or sense of failure and inadequacy in our lives comes from believing that we should be something or someone *other* than who we are. The feeling of disappointment can be acute -- that we have not lived up to our potential, that others can and have done what we "should" have been able to do. That if we weren't stuck being *us*, we could lead perfectly happy lives.

Usually, we can trace the origin of these poignant feelings of disappointment back to family sources — to those places where our parents at some level felt they were entitled to a child who would heal, complete, or compensate them in some way for their own disappointments and dissatisfactions. By recognizing the unfairness and the impossibility of the request that we be *other than who we are,* we can fend off sadness and guilt that block us from freely and fully declaring and strengthening our individuality.

Ironically, the very qualities or desires we may regret often develop *in us* because we've understood a limitation or stuckness in what our parents thought they wanted or needed from life — that we have seen through and must *slough off*. This dialectical process is how families evolve

toward greater happiness and health. It is enormously liberating for people to recognize and celebrate as *progress* the aspects of their behavior that they're accustomed to viewing as disappointing and defective.

Self-esteem issues frequently arise when clients choose careers that reverse a family pattern. Previous generations may have traded off personal interest and passion for "practical" or financial considerations, or because the family expected them to fulfill a certain *hand-me-down dream*. The next generation's "course correction" often involves leaving fields widely perceived as successful, pragmatic, or prestigious (e.g., banking, law, medicine, a family business, etc.) for something perceived by the family as risky, idealistic, or of lower status (e.g., non-profit work, human services, the arts, etc.)

Witnessing the unhappiness, emotional disconnection, or bitterness of previous generations is often what drives the members of the next generation to make personal passion and purpose their priorities. But they will feel as if they've "let down" others in the family. They may perceive their inability to force themselves to be content with the routes taken by other family members — including siblings — as weakness or inadequacy. They may feel this way even when they recognize that their own happiness requires them to become a counselor, a writer, an organizer, or whatever it is that goes against family norms.

Helping these younger family members to recognize the boldness and bravery in their career choices repairs their self-esteem. They are **leading** their generation of the family into new, more effective strategies for happiness. When they recognize that courageous, visionary leadership in themselves, even if other family members don't currently see their decisions and values in that light, they feel emboldened and strengthened to pursue their goals.

Family Perspectives Are the Means, Not the End

When clients or career counselors ask me how exploring family influences can help them achieve their career and work related goals, I reply that it's an important and legitimate question that merits a clear and specific answer. Then I describe the interventions discussed above, and give specific examples of ways that people I've known have benefited from them. In career counseling, family perspectives are not the end in themselves, but the means to uncover the deepest barriers to clients' progress. As such, they provide the shortest, truest path toward their removal, and thereby, the ultimate attainment of clients' goals. They increase individuals' odds of finding and sustaining work they love to do, which makes their lives happier and more fulfilling. Exploring family influences can be challenging, but such an end makes it an inspiring and powerful resource for both clients and counselors.

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Loving Them As They Are: Helping Parents Break the Cycle Of Hand-Me-Down Dreams

Mary H. Jacobsen, LICSW

Since writing *Hand-Me-Down Dreams: How Families Influence Our Career Paths* (NY:Three Rivers Press, 2000), I've given workshops around the country describing how careers are influenced by the emotional work we do within our families while growing up. We adopt these "jobs" not because our parents explicitly ask us to, but because as children we are exquisitely attuned to detect what our parents want from us, even if what they *say* they want is the opposite of what we know intuitively is true.

I expected participants to be most interested in applying these insights to their own career decisions — and of course, people *are.* But the **first** question I was always asked was from parents: "*What can I do to make sure my children are **free** to follow their own dreams?*" Ironically, I was also frequently asked, in weary tones, by counselors who work in school settings, "*How can I help parents to stop being **overly involved** with their children's lives?*"

Their children's future happiness feels more urgent to many parents than happiness with their own. Parents are eager to identify actions they can take *for* their children to ensure such happiness. But the truth is that *their satisfaction* with life and their children's *satisfaction* in the future are inextricably linked. Albert Schweitzer once said that example isn't the *main* thing in influencing others; it's the *only* thing. Parents who tolerate less than fulfilling careers, hoping that the next generation will do better, actually teach their children to do the same. They will encourage their children to follow paths they themselves find vicariously satisfying, which perpetuates a family cycle of deferred dreams. What parents must do to free their children from the cycle of hand-me-down dreams is first to free themselves. To do so, they have to examine how happy they are with their *own* career decisions.

Understanding the linkage between *example* and *influence* is critical to breaking the cycle of hand-me-down dreams. It points parents toward *self-awareness* as the single most important factor in their children's freedom. It reveals that being "overly involved" with their children's lives can be a misguided substitute for working on the happiness of their own.

Next, I'll describe why parents have trouble seeing their influence clearly. I'll list the telltale signs of *hand-me-down dreams* run amok. And I'll define the "dual vision" counselors can encourage parents to develop linking past with present.

"Be Everything I Wasn't – and Everything I Am"

Most parents intuitively understand that their hopes and dreams affect children. They've experienced what a character in August Wilson's play *Fences* says of a father and son: "Your daddy wanted you to be everything he *wasn't...* and at the same time he tried to make you into everything he *was.*" We spend years of adulthood discerning the difference between living up or

down to our parents' expectations, on the one hand, and living our lives as the distinct individuals we really are, on the other.

Many parents, however, get confused when they try to see their *own* influences on their children. It's like twisting your head to see your back in a mirror. Glimpses are fleeting and blurred. Parents are too close and too conflicted to see these emotionally charged relationships clearly. Their *desire* for their child to develop in a particular way bumps against their *belief* that they "should" love a child unconditionally. Parents believe they should *observe* and *support* their children's interests, not *mold or pressure* children to fulfill their own wishes and dreams. Ironically, their desire to live up to this ideal of selfless parenting impedes their ability to admit that **no parent ever has, nor could they do so.** If parents can not accept that they are *communicating* expectations to children, they will not be able to admit what they are, to see them in action, or to assess whether they are helping or hindering their children.

When a child's talent or behavior accords with what they wish for, parents are tempted to describe it as a blessing of nature, not something they have cultivated and rewarded (*e.g.*, "Jessica, like all girls, is naturally neater than her brother Ed, who's a slob like all boys." "Jed was born with the gift of gab; he loves to debate his lawyer father.") Even problem behaviors may be viewed as signs of unusual giftedness that call for "special" understanding and treatment (*e.g.,* "Gordie isn't aggressive; he's just livelier and more energetic than other kids." "Cindy doesn't have tantrums, she's strong willed and verbal."). Surely, parents should be allowed to celebrate their children's "natural" gifts! Celebration isn't influence. Right?

On the other hand, when children's behavior disappoints them, parents tend to view it as a hazard (usually described as a "worry") that calls for intervening "nurture" — of the nudging or protective kind — on the child's behalf (*e.g.,* "Gordie is naturally lazy, and needs to play football for the discipline." "Cindy is so bookish, she needs to be pushed to play with other children or she'll be seen as a geek.") Parents have to guide and protect their children. These aren't the kind of influences we're talking about. Right?

Everything Is Influence

Wrong. Everything is influence. Positive or negative, liberating or constricting. Sure, nature provides raw material. And sure, parents' emotions don't determine children's genetic endowments. But parents' **emotional reactions** to nature's provisions shapes what children learn is possible, worthy, worrisome, despicable, dangerous, or lovable in themselves. It seems so obvious it hardly bears repeating. But it's only "obvious" in everyone else's family, not your own.

A lawyer I know, for example, told me that he's sure that he won't influence his daughter's career. "I don't care what she does, as long as she goes to a better college than I did." That meant she'd "better get good grades" and not "waste time on arts and frivolous stuff." How can this father believe his attitudes won't "influence" his daughter? How can he be encouraged to *see* the expectations he is communicating to her? The most direct route to the source of a parent's expectations is to ask *what influence his or her own parents had on career decisions.*

When asked, this father insisted that his parents had no impact whatsoever on his career. "Why, they weren't even around!" he said indignantly. "My parents worked all the time. I was a latchkey kid. They left me to my own devices. I never had anybody to watch out for me or make sure I studied. I watched TV all the time and got mediocre grades. That's why I couldn't get into the best colleges."

Obviously, this man's childhood loneliness and anger at his parents for neglecting him affected him in important ways that now influence his expectations for his daughter (by the way, she is two years old!). He's already worried about her "squandering opportunities." When he looks at his child, he sees a problem in her future that it is his responsibility to "fix" by making sure that she studies the "right" things and earns grades good enough to get into "first rate" colleges. From his point of view, however, not only did his parents not "influence" his career, neither is he influencing his daughter!

Telltale Signs of Hand-Me-Down Dreams Run Amok

How can you tell if *hand-me-down dreams* are the secret source of a parent's worry, preoccupation, or "over involvement" with their child's life? Here are telltale signs.

- **Parents project a problem or emotion** they're experiencing onto the child, and become preoccupied with "fixing" it. They may request or expect teachers or counselors to help them "fix" the "recalcitrant," "defiant," or "lax" child. To "protect" the child from future "mistakes" or suffering the parents regret in their own lives, they wind up "protecting" the child from the freedom and joy of being a child — *i.e.,* playing, exploring, finding out from experience what they love to learn and do.

- **Parents become overinvolved** in school or afterschool activities, as reflected in: *amount of time* invested in the activities; willingness to spare no *expense* and/or to make *material rewards* and often, sadly, *love and warmth*, ***contingent*** upon participation and level of performance; intense *focus on outcome* (grades or winning) instead of the child's enjoyment or learning. The parent may care more about the activity than the child, and may criticize teachers or coaches who aren't as "serious" about grades or winning. The parents may defend their behavior as "valuing discipline," "preparing the child for the future," "teaching them to compete and succeed in life," etc. The child's enjoyment and spontaneity diminish.

- **Parents show "blind spots"** in self-awareness through glaring contradictions between what they *say they want* and what they actually *ask for* from their children. The contradictions are obvious to others, but denied *as* contradictions by the parents. Reason and insight are overruled by emotional needs. (*e.g.*, "Dana can do whatever she wants, I just want her to see why she's making a bad choice." "Of course, learning is the most important thing, but I know Katy can make straight A's — I always did.")

Dual Vision

To help parents see inside such blind spots, they need **dual vision**. First, they need to *look backward* to see how their educational and career goals were influenced by their own parents' expectations. They need to clarify how these efforts contributed to their choices, disappointments, achievements, and definitions of success or failure. Next, they must look at how these legacies *currently* influence their hopes, expectations, worries, and fears for their own children.

"Nothing," said Carl Jung, "has a stronger influence psychologically on their environment and especially on their children than the unlived life of the parent." Many parents intuitively understand this truth. But they may never have *articulated* it, much less applied it themselves. After all, their parents more than likely never *spoke* about it either. No one may have ever asked or been interested in hearing them tell the story of their "unlived" life. Nor has anyone suggested the crucial relevance of this narrative to the example of happiness — of what to expect from life -- they set for their children.

When parents ask you *what can they do to help their children follow their own dreams,* you can suggest that they begin by exploring their *own past dreams and present happiness.* Sometimes the suggestion *alone* nudges people toward breakthrough insights. The idea that working on their *own* happiness is not only important for their own well being, but is crucial for their children's present and future happiness. This process may sound simultaneously both radical and simply, sublimely, timelessly true — albeit forgotten and unexplored. It can provide extraordinary relief from pressures and frustrations for parent and child.

Living "Unlived" Lives

Here are guidelines for what parents can do *for themselves— that will free their children to fulfill their own dreams.*

1. IDENTIFY YOUR "UNLIVED" LIFE

You already know what it is. It's wherever you go in fantasy any time your thoughts begin: "What if..." "Some day..." "If I were starting life over..." "If only I'd been born... (take your pick: *as a man; as a woman; in a different family; in a different time...*). Problems arise when you think of your unlived life <u>as</u> a fantasy, not as a goal for change. It won't do you any good to tell *children* to follow their dreams if you haven't tried to do so yourself. Children carefully observe differences between what you *say* and what you *do.*

2. BEGIN TO LIVE YOUR "UNLIVED" LIFE

You have to begin in small ways to live your "unlived" life. As *soon* as you begin to grapple with your "unlived" life, you transform it into your **lived life.** You don't have to do it all the time. You don't have to be the best. All you have to do -- all your children have to <u>see</u> you do -- is try. Outcome isn't important; effort is.

3. WHAT YOU *CAN'T* LIVE, YOU NEED TO GRIEVE

Although it's never too late to begin anything, it can be too late to begin to be *young.* That doesn't have to stop you from trying, but it does mean you must acknowledge and grieve the time you lost. The purpose of grieving is not to get stuck in regret, but to ensure that you *don't.* If you don't admit your emotions, sadness won't disappear. Your children will detect it and try to heal it. The benefit of sending truly "dead" dreams to the "afterlife" is that it liberates you to devote time and energy to what's possible and real in the present.

You Are Here To Take Care of You

Analyst James Hollis said that he views people as worthy of respect and incarnating a mysterious call, the unfolding of which is the purpose of life. And just so should we treat our children -- worthy of being different, having no obligation to us whatsoever. They are not here to take care of us: **we** are here to take care of us.

Ultimately, children can only be free and happy when their parents are, too.

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The Yoga of Work: Strategies for Right-Livelihood from the World's Wisdom Traditions

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Visions of Vocation

The *Bhagavadgita*, India's classical text of "right-livelihood" defines *yoga* as "skill in action." This "skill" is not about work or "career" per se, but is about evolving a deeper sense of vocation which aligns one with life's wisdom, unavoidably moving one toward the spiritual aspect of "work." Any "job" without this greater dimension of calling will tend to sacrifice people to products and personhood to performance. In a time of ever-increasing pressure to produce, progress is all too often measured one dimensionally, and we find that we have only moved from "a chicken in every pot" to "an apple on every desk." In its response to the one-sided focus on productivity, the articulation of imaginative and compelling visions and possibilities of calling becomes crucial to our collective health and well-being.

One way to do this is to open ourselves to vocational perspectives from diverse cultures and historical periods, bringing "visions of vocation" from the world's "wisdom traditions" into contemporary discourse on career development. The purpose here is not to romanticize any "other," but to hold a mirror up to ourselves, that we may consider career options from more than a functional horizon. The powerful particularities of these visions can provide models for creative engagement. It is not that "other cultures did it better," but the movement toward holistic career-building demands a higher level of inclusiveness and fresh, soul-sustaining forms of life-work.

The Long Hallway

A workshop participant once remarked, "When one door closes another one opens, but there is often a long hallway in between." The "long hallway" is the contemporary version of "wandering in the wilderness." It is the place that is out of Egypt but not yet in the promised land, a place of unknowing, indecision, and painfully difficult choices. And it seems as if our entire social construct of "work" is currently in this hallway: between the global economy and its consequences, changes in gender-roles and expectations, downsizing, dot-com start-ups, and the ending of the "job-for-life" era, the sense of disorientation is great indeed. Moreover, increasing numbers of people (specifically forty-four million "cultural creatives") are demanding more than mere jobs(1). If employment alone was a satisfactory goal, then Moscow's full-employment achievement in 1972 would still be standing as a stellar model for the rest of the world to follow. Rather than mere jobs, however, people are seeking meaning; not only in their work, but in the way their work integrates into the rest of their lives (2).

The sense disorientation one finds in the "long hallway" resonates with the Buddhist term, "*duhkha*" - the noble truth of the inevitability of suffering which literally connotes something that will not fit. Right action within the purview of this vision would look dramatically different than the refrain of "there's a great big, beautiful tomorrow," the General-Electric company's jingle at various World Fairs. If we are not willing to look at what does not fit, however, we risk participating in mindless work and productivity as a socially sanctioned escape from any meaningful engagement with reality. Must work go on this road of repetition and necessity or can it become a part of the path toward our authenticity?

"*Yoga,*" translated as "union" or more loosely as "spiritual discipline," has been a traditional way of responding to the long hallway, to the sense that things are not quite fitting together. And if we can delve into deeper definitions of *yoga* as a strategy for actualized freedom, we can see that it offers more than a series of exercises leading to detached introspection. If *yoga* is fully "skill-in-action" then the skill that reintegrates action, productivity, and soulful contemplation is what we are after. In a society with a strong contemplative tradition, *yoga* would naturally take on a primary form of sitting meditation. But what form would it take, should it take, in a social milieu that constellates around action? Perhaps, we would come to "*The Yoga of Work*" - chopping wood and carrying water, but also amplified as the general course of progress in one's life, "career," from the Latin "*carraria*," meaning "a road," taking us to the *Tao* itself, the "way," "path," or "road," which is the way of life as well as work. So, we are not limiting ourselves to chopping wood, or to any form of paid labor, but move toward true skill-in-action. In this spirit, I would like to briefly examine two visions of "skill-in-action" that differ markedly from the individualized sense of calling that we are accustomed to, and that therefore may serve as entry-ways into exploring alternative visions of vocation.

Dharma

In *dharma*, and its attendant sense of vocation, there is a deep interweaving between one's work, one's social reality, and one's inner world: they are said to reflect and support one another. *Dharma* is a beautiful word and a powerfully encompassing concept. Its verbal root */dhr* means "to hold," and *dharma* is that which holds everything together: not through force or coercion of any kind, but through the power and essence that makes things be what they are. The *dharma* of water is wetness, the *dharma* of honey is golden sweetness. The *dharma* of one's social role, one's "job" is to contribute to society through the expression of one's essential nature.

In the social world of ancient India, *dharma* was the sacred duty you performed in society. The juxtaposition of these two words is crucial. For when *dharma* is translated as "duty," it carries overtones of obligation, and when *dharma* is translated as "way" or "sacred-path" it loses its essential sense of obligation. One's *dharma* is one's obligation, but that obligation is not envisioned as being antagonistic to oneself.

Moreover, *dharma* exists in a context of multiplicity: there is not one sacred duty per-life, per-person, but various paths to follow at different times and in variant circumstances, and this makes obligation palatable. One's vocation is never static, the student, householder, forest-dweller, and free-wanderer (the four traditional stages of the Hindu life-cycle) all have specific duties and ideals. So a deep sense of multiplicity prevails. Indian ethics are likewise situational, and Kant's categorical imperative, requiring one to act according to a universal ideal, does not apply. The classical Hindu tradition, does not speak of one goal of life, but of at least four. In its ideal sense, then, *dharma* means that you are doing what you should be doing at the appropriate

time. It is appropriate, for example, for a brahmin-priest to be a pacifist and refuse to go to war, but this would not be the way for a warrior(4).

Within these contexts, of course, there have been rather strict gender and class divisions, and the whole system is unabashedly patriarchal and hierarchical. But we can discriminate between what may nourish an emerging sense of calling and what is no longer appropriate. In spite of the social abuse that has gone on under its banner, the ideal of *dharma* retains an extraordinary nobility, and we need not throw out the baby with the bath-water. The ideal of *dharma* says, "do not just present yourself, be present, do what must be done and do it well, complete what you begin, respect the work and paths of others, keep your agreements, let go of outcomes, and be aware of the greater good."

Through life's various stages, then, the *dharma* celebrates communal obligation as "sacred duty," as the true vocational ideal. Rather than focusing on the rights of the individual as sacred and inalienable, primary focus is placed on the obligation an individual has toward others. The glue of *dharma* is cemented by relationship and by a sense of belonging to an entire society. And skill-in-action moves around nobly "playing your role" versus "finding your calling." In America, an extraverted sense of vocation focuses on youth-to-mid-life action and accomplishment. But the concept of *dharma* offers a different vision. Every stage of life has its appropriate form of work and leads one to the next level.

We honor people who place principle above caprice or personal agendas, and this is one thing that *dharma* can teach: that your deepest sense of who you are, your deepest sense of principle, can override temporary crazes, doubts, and hesitations, that the true satisfaction of being human comes, not from gratification or from accumulating toys of whatever stripe, but from being a good father, a good teacher, making a good cabinet, giving your best to the task at hand. By honoring the qualities and promptings that are inherent in us, we are honoring the energies that move us toward our vocational destination - we move into our *dharma*. Moreover, the more "in *dharma*" you are, the more things feel to be in place. You are in your right place at your right time, expressing your basic nature in the moment, playing from your strength, and making the greatest contribution you possibly can. The world begins to make sense, not intellectually but viscerally, because you are where you are, not only for yourself, but for everything and everyone. *Dharma* then functions through one's power of commitment and awareness of greater community. We, in this day and age, can ask ourselves questions that can align us with this ancient principle: "What am I ready to commit to? Where is the community I resonate with? What is my sense of participating in a greater whole?" Such questioning takes one out of a self-centered, "I don't know what to do" mentality and casts our career in a greater light.

The *Tao*

If *dharma* envisions vocation as woven into the fabric of one's culture, then the *Tao* sees one's life-work as woven deeply into the creative tapestry of nature. The *Tao-te-Ching,* the classical Chinese text on the "Way" ("*Tao*"), attributed to Lao Tzu, is neither a contemplative nor an "action-oriented" text, the person "in the *Tao*" "flows like water," appears raw, like an uncarved block, "never acts and yet leaves nothing undone(3).

While the sense of calling in the West has often been related to redemptive social betterment, or heroic individual attainment, the *Taoist* suggests that one was perfect the day one was born. Therefore the "man of calling" need not make himself look great to achieve greatness.

Vocation is neither unique nor special. Why distinguish between one thing and another? Why privilege our own limited sense of community, history, or even humanity? The "Way" is much greater than that. When Chuang-Tzu dreamt he was a butterfly, he woke up and asked his disciples if he was indeed the one dreaming, or if a butterfly was dreaming that he was Chuang-Tzu. We may like to believe that five days work and two days off is civilized productivity, but what if it may be the other way around? What if the free and easy wandering butterfly has already attained what humans only dream of, pure unadulterated play! Could it be that we have become a culture of work-addicts because we do not know what else to do? Should games and play be confined to childhood? What if work itself could become play? The Taoist notion of vocation focuses on a creativity that is not misconstrued as productivity, but is envisioned as the natural playful activity of nature herself. Why plan your career when you can flow like water? Why train yourself to be something you are not, when you can participate in the effortless flow, known as "*wu-wei*," which has its own type of efficiency? Golfers, tennis players, gamblers, and performers describe the feeling of being "in the zone" free from the encumbrances of self-consciousness, wholly attentive to the task at hand, doing it easily and lightly. For Lao Tzu says that one should rule the kingdom like one cooks a small fish, very delicately. Now this sounds utopian in a way. Would it really be possible to "stay in the center" while everyone is pulling out their hairs? Perhaps, as some scholars have speculated, Lao Tzu wrote in a counter-cultural sense during an oppressive period, or perhaps a strong, hierarchical Confucian-like society counter-balanced the Taoist ideals. On the other hand, perhaps we are the ones who have so subscribed to a belief that work is only valuable if it hurts, that we have turned this belief into a concrete reality.

Lao Tzu focuses on the receptive, on letting things be done. Rather than focusing on action and accomplishment, the *Tao* favors being over knowing, subtlety over show, and simplicity and compassion above ambition. To try and "become someone," to be trained (like an animal), to advance, are all traps according to Taoist vision of vocation. For Chuang-Tzu, the greatest tree in the forest was an oak tree because it was useless. Awareness is useless, feeling good is useless, and so from this vision comes the following questions that do not find their way into aptitude tests: What comes easily? Naturally? What have I always known?

When the fear of survival is replaced by the joy of being alive, work and play will become one and a person becomes buoyant as they find themselves mysteriously supported by "the ten thousand things."

In Defense of Plerking (Play as Work)

I have just mentioned two very different visions of vocation from the ones to which we are accustomed. And, of course, there are many more that could and should be explored. When we move off the mono-cultural one-track way of doing things, the initial reaction may be one of being overwhelmed, or fearful that we have lost our true way. But world mythologies tell us that creation appears through chaos. As we allow ourselves to consider the vast array of possibilities available to us, we find that we are not necessarily lost at sea, but rather, we are able to open to our deepest and most creative inclinations, and we can find models of those who have gone before us to nurture and support these inclinations, and to allow us to creatively move with them in this time and this space, encouraging us to do the only thing we can do, to save the only life we can save(5).

Notes

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2. Jarow, Rick. *Creating the Work You Love: Courage, Commitment, and Career*. Rochester: Destiny Books, 1995

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4. The four aims of life are religious and caste duties (*dharma*), wealth, power, and profit (*artha*), pleasure in all spheres of life (*kama*), and ultimate liberation from all contraries, including those of birth an death (*moksha*).

5. Oliver, Mary. "The Journey."

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Mastering Life Work Transitions: Using the Internet to Find Your Dream Job

Deborah L. Knox
Sandra S. Butzel

A new holistic model for Career and Lifework Planning and a training resource for increasing competency using the Internet for career related job search activity is offered in this workshop. The authors and presenters, Deborah L. Knox and Sandra S. Butzel in *Life Work Transitions.com: Putting Your Spirit Online*, and its companion website <http://www.lifeworktransitions.com> offer career changers as well as career counselors an integrated approach that balances spiritual awareness and technology, while addressing the practical issues of retention and loyalty.

What's New?

An introductory essay which appears as Part One: Putting Your Spirit to Work in the 21st Century" addresses many of the concerns facing today's workers, both employers and employees. The "new employment contract" offers tips on how to thrive and survive in today's workplace. The necessity for redefining work is taken up further as a new generation of workers asks themselves questions about the meaning and purpose of work. In addition, four motivational models are included to provide guideposts for defining the essence of one's spirit. Each tool in and of itself can offer profound insight to the individual depending upon their particular orientation.

William Bridges' three stage model of Transitions includes the *Ending Phase, the Neutral Zone, and New Beginnings.* Individuals will proceed through the self-assessment process with greater ease once they have completed some of the emotional work associated with each of the three stages. One must acknowledge loss to be ready to move forward with a sense of hope.

The work of Abraham Maslow is included as a reminder of the many diverse needs that work can meet, from survival to belonging to self-actualization. The underutilization of one's innate talents and capabilities can lead to stress and illness. According to Maslow, "capacities clamor to be used…not only is it fun to use our capacities, but it is also necessary for growth." The characteristics of the self-actualized person on the other hand provide a model for health and well being in general, which is especially necessary in today's workforce.

To deepen the holistic approach, a review of Carolyn Myss' work on the seven chakras is included with a review of the corresponding energies. This body-centered awareness provides an additional means of centering in order to conduct a thorough self-assessment as well as being present to explore the wonderful world of work.

A first release of the Nine Stages of Career Development, by Robert J. Ginn, former director of Career Services at Harvard University, is included as a guide for achieving personal growth and vocational authenticity. The various stages and phases of growth, provide a roadmap to experiencing greater joy through work. As each of the models provides another means of self-assessment, one will find this fully integrated holistic approach perfect for conducting the subsequent inner and outer exploration.

Merging the Spiritual and Technical

Career counselors will find the wide range of Internet resources and suggestions for use an invaluable resource. Part Two, The Beginners Guide to the Internet offers basic information about easily getting online, explaining basic search techniques using the familiar FAQ format. Even experienced users have discovered invaluable tips for increasing their efficiency in conducting online searches. With over 150 websites hotlinked to the companion website, it is easy for a new career counselor to bookmark one site and then easily access several favorites. It's not necessary to become an Internet guru to use the Internet successfully in your career practice. Based on a thorough internal process of self-assessment and access to the most comprehensive Internet sites, individuals can now find their dream job using the Internet.

Part Four, "Putting Your Spirit to Work in the Marketplace: Making the Connection" reminds us all that for every idea there is a universe of work. This concept matches one of the self-assessment exercises, which asks people to identify "what needs doing in your world." The redefinition of work will arise from the individual completing the self-assessment process and then using the power of the Internet and the Nine Steps for Identifying Options. These steps are the same for the three stages designated to explore career options, which lead to landing the dream job using the Internet.

Stage One consists of "Getting the Lay of the Land" which involves exploring career options and fields, highlighting relevant (to the individual) characteristics that will lead to "good matches." It is a general sorting, matching and exploring process that answers the question "what is out there?" using the power of the internet. The systematic nine step process will lead the individual to the next stage where "Verifying Your Interest" is the task designed to help narrow the search. During this round of information gathering, individuals will deepen their understanding and knowledge of the right fit. Tips on effective informational interviewing are provided augmented with websites, chat rooms and discussion groups. And last but not least, the third stage is Getting the Job and this involves conducting specific company research, tips for putting your resume on line, the best online sites for posting resumes while balancing internet search techniques with the tried and true methods of job search activity. (The Nine Steps in each phase are outlined at the end of this paper.)

The Four Part Model for Finding Your True North

In order to successfully conduct research in the outer world of work, one must undergo a metaphorical journey described as "Finding Your True North." This assessment consists of 20 simple assessment exercises in the book and online that have been successfully used in the authors' practice for 20 years. Responses to the exercises provide insight, clarity and awareness of the process involved in making effective decisions. Specific information is used to create a personal *mandala* that represents a holistic vision of desired working conditions, values and

beliefs. This journey of "finding your true north" is then translated into a specific Life Work Objective, which can easily be researched using the companion website, http://www.lifeworktransitions.com, with over 150 pre-screened and hot-linked websites.

"Finding Your True North" is the core four-part model for making positive centered life-enhancing career choices. The four parts consist of:

1. Analyzing and discovering WHAT skills, knowledge and abilities we possess;
2. Identifying WHERE our best work can be done (working conditions);
3. Selecting criteria for describing WHO are our best colleagues, customers, etc.; and
4. Defining purpose and rewards that describe WHY we do what we do.

A thorough exploration of each of the quadrants in the four-part model will provide the reader with information to make meaningful choices about a multitude of options. In order to be in charge of our compromises we must first be clear about critical criteria for success. Whether the decision is about a career change, a job offer or even volunteering to work on a project, information gathered from the "four part model" provides insight to selecting work related experiences that expand the individual portfolio in meaningful ways that contribute to career development.

The authors "diamond approach" to career lifework planning consists of completing in-depth research on an internal (personal) level and then researching the world of work to discover where there is a best fit between the four quadrants. Skills and knowledges match up with various careers and functions. Preferred environment and working conditions reflect the structure and practices of various career fields. The values identified as important in your life and work can be found by interviewing colleagues and clients from the perspective of enhancing your profile, as you deepen your understanding of the field. And finally, the purpose and rewards that are meaningful can be explored systematically by discussing the organization's mission and vision with prospective employers.

Using the Internet to Find Your Dream Job

Using the book's companion website, http://www.lifeworktransitions.com, readers will learn the three phases of job search activity while mastering the 9 steps for identifying options using the internet. As indicated earlier, the 3 stages of exploration, using these 9 steps will result in effective targeting of options and the final selection of the dream job.

Step One. Review Personal *Mandala* and Life Work Objective for clues about where interests, skills and values intersect with the world of work.

Step Two. Cast a wide net to explore industries, such as Health, Education, Manufacturing, Leisure, Self-Improvement, etc. A good place to start is to print out the page listing at http://dir.yahoo.com/Business_and_Economy/Companies and study it carefully.

Step Three. Review information from assessment and interest sites and find matches. In addition to the overall self-assessment, the results of Holland's Career Interest Game, at http://www.missouri.edu/~cppcwww/holland.shtml can then be explored with corresponding occupational titles at http://www.doi.gov/octc/typescar.html. At this point the user may feel

quite comfortable with newly identified areas of interest, and more research can only increase confidence.

Step Four. To further refine your understanding of the targeted world of work, look at definitions of Career Fields and Vocations. Two excellent resources are http://www.uhs.berkeley.edu/careerlibrary/links/career.cfm and http://www.jobsmart.org/tools/career/spec-car.htm. Most of the career sites are free and have a slightly different orientation, but work together as a cross-reference.

Step Five. For specific information about different job titles, type in the title in a Career Search window on any Career Search Home Page (Monster. Careerpath.com, etc).

Step Six. In order to discover whether there is a match of values and interests with your newly selected profession, go to http://www.ipl.org/re/AON and you will find relevant information about the field in general and specifics about local meetings.

Step Seven. The professional journals and magazines are the resource used by those in a specific industry to stay current. You will be amazed at the number of listing located at http://www.ecola.com/.

Step Eight. To find out about educational requirements and certificate programs that can provide an edge of credibility for career changers, go to any university and type in the name and .edu (http://www.harvard.edu). As you look at the course offerings in the field under consideration are you excited about learning? Trust yourself; if it seems interesting and confirms other information you are on the right track.

Step Nine. Identifying specific companies and organizations that provide opportunities for employment can now specify the Life Work Objective further. The best site is to go to the organization's web page and look at employment opportunities. Jobsmart's company information page and Hoovers.com provide a broad database for exploration.

Following the practical steps of inner and outer exploration, mastering lifework transitions becomes a way of life for the ever-changing nature of the world of work in the 21st century.

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Life After IBM: A Survey

Carol Mason

Many people are exploring the option of taking an early retirement package, either because their employer is downsizing or because other considerations are making a career change look attractive. Examining how some others have handled this transition and the advice they would give can be useful in reaching the best decision or helping career counseling clients reach good decisions. This study of former IBMers who left in the 1990's provides insight into the process of mid-life transition and some of the results. The survey was sent to 140 people and yielded 85 responses. The key question was about the level of satisfaction with the current work situation. Respondents were asked what advice they would give someone beginning this transition. An area of interest was whether there were changes in attitudes about work and changes in attitudes about oneself. Another area of interest was respondent's satisfaction with relationships to spouse and friends and colleagues. They were asked about their spiritual foundation and their health. The background information asked about the number of years with IBM and their age when they left IBM. They were asked to indicate their IBM career path and their current work activities. Respondents were also asked about the composition of their household and whether they changed their lifestyle. There was an opportunity to sign the survey and to provide a phone number for any follow-up questions.

The results provide information on how this particular group experienced a mid-life transition. The respondents were primarily professional, technical employees, or 1st or 2nd line managers, a definition of *knowledge workers.* They had expected to stay with the company until they received their gold watch and retired. Some of them were eligible by 1990 for early retirement but stayed because they wanted to continue working - especially working there. Beginning in 1990, IBM offered a series of initiatives designed to dramatically reduce their workforce. The initial packages were purely voluntary - later packages were less attractive and less voluntary. By the middle of the 1990's the early out options were not voluntary but there were still packages that would ease the transitions to the life after IBM. The group has on average been out about five years.

The most exciting result is that they are overwhelmingly satisfied. Of the 85 responses only 3 reported being dissatisfied. Less than half reported working full time. Many were doing a combination of things including work and volunteer and retired. They are very open with advice. About half changed attitudes about work or self or both. However, there was no indication that changing attitudes was the key to a successful transition. The major factor in their successful transitions may be as simple as the high rate of change that was normal for this group. The transitions lasted from one to several years. Some started in a particular career direction and

then reassessed after a few years and made another transition. They wanted to encourage others who are making this decision to "give it a try."

The most powerful testimony may come from the words of those who answered. One question asked for the advice they would give someone beginning their transition from the corporate world. The comments cover a lot of ground. One way to interpret the responses is that they can be grouped into 5 basic steps:

Stock the larder. They urge getting finances in order. They recommend studying the options for disability, medical, general liability and life insurance before leaving. Preparing in advance via education, investing, professional associations and volunteering is a good plan.

Take the time to **develop a clear picture of underlying career and lifestyle needs.** They urge "do the hard work of introspection - remove $ as the #1 priority unless that really makes you happy. Life is too precious to waste." Another said "What you do has very little to do with who you are - a job is something during and to support life - it isn't life."

Create options and contingency plans. "Try as many things as you can fit into your life - you may find a passion for being." Another stated, "Have lots of options, connections."

Test alternatives and keep flexible. They urged, "Don't make too many changes all at once, test alternatives and keep moving forward." Another offered, "Leave the past behind, be open to new ideas, listen and look forward." "If at first you don't succeed, try, try again!"

Pursue what is meaningful and stay connected. "Be at peace with yourself - take time to determine if you need to work for a living or if you need to work to establish your self worth." "Take time to decide what you want your life to be - look for the enjoyable and fulfilling."

Another view of the comments is that there were a few major threads. One is the suggestion that it is important to take some time. Several respondents thought that taking time to do the transition was really important. One of the key ideas that has been an influence on my thinking is from William Bridge's *Transitions*. He talks about a transition requiring an ending, a neutral time and a beginning. The ending means that there needs to be some grieving or closure. The neutral zone is a period of time when there seems to be no direction; it is waiting for a sign; for sailors, it is being becalmed. The beginning may appear with only a hint but it is a sense of possibility that appears in that neutral zone. Bridges stresses that the neutral zone may be the hardest stage for many of us since we are not trained or comfortable with waiting. Our culture has left us with an expectation that we should begin something before we end (find a new job before leaving). It has also instilled the idea that waiting for a sign or being in a neutral zone is not OK.

Another thread was the concept of options and/or flexibility. Many respondents think that it is important to be open about this change rather than closed. In fact the interviews found that several respondents made starts on a new career that were then reassessed and changed. The idea of being open to options and being flexible may be related to a lack of vision about the life after the corporate world and too little information. It is certain that when we begin looking at leaving the corporate world we have been comfortable in, the outside seems to be very dark and unknown.

The final thread is the idea that it is important to be connected and to be involved with people. These respondents are technical but had been used to working in a team environment. They recommend connecting with family, neighbors and just about any other people available. Even those who would be considered "geeks" or "nerds" were emphatic about the importance of other people and relationships.

The age range at the time of separation from IBM was 30 to 60. Yet the bulk of those who left were between 45 and 57 - 73 respondents were in this 12 year range. They were with IBM between 7 years and 34 years. IBM had treated 30 years service as eligible for retirement. Those who worked past 30 years were essentially giving up earned retirement and almost half-pay to continue in their jobs. Yet 25 of the respondents had 30 or more years of service when they accepted the package. The packages were designed to be attractive to anyone who would reach 15 years of service and age 55 within 5 years of taking the package (it included a bridge of up to 5 years that was treated as being on leave from IBM). There were 9 who had less than 15 years and only 3 who had less than 10 years (the service level at which the bridge did not apply).

A book by Mary Lynn Pulley called *Losing Your Job - Reclaiming Your Soul* was a major reason this subject was selected for my topic. The results of the survey do not support Pulley's thesis of a correlation between changes in attitudes about work, self and satisfaction with current work situations. After some confusion, I have concluded that the answer may be much simpler. The hottest book in this field right now is *Who Moved My Cheese?* by Spencer Johnson. It is basically a parable about four creatures who work in a maze where the maze is analogous to the environment where we earn our living and receive our rewards (financial and otherwise). It is the place where we look for what we want. The cheese is a metaphor for what we want in life. Two of the creatures are mice - Sniff and Scurry. Two are littlepeople (sic) who are the size of mice but look and act like people - Haw and Hem. The four have been very content for quite some time because they enter the maze in the morning and go to Cheese Station #3 where they find lots of wonderful cheese. One day they arrive and there is no more cheese. The next day all four come to the station but there is still no cheese. The two mice go off looking for a new supply of cheese. The littlepeople stay at the station bemoaning their fate and the unfairness of it all and the loyalty they have demonstrated etc. Eventually one of the littlepeople leaves the station to explore the maze looking for cheese - after all he had found a supply once, there might be more. He tries to persuade his colleague to leave but Hem is stuck and won't leave the station that has been so good to him for so long. Haw leaves messages on the wall (handwriting on the wall) for his buddy if he ever decides to leave Cheese Station #3 which no longer has any cheese. Of course, Haw finds cheese.

One of the key distinguishing characteristics about this group is the degree and rate of change to which they had become accustomed. One reason why so many of my respondents are so satisfied may be that we did not expect that we would see any change. We were never in a position of retiring in place. Most of us seemed to have gone through some transition that included grieving - usually for the IBM that we had known in the earlier years. We did the usual stages of denial, anger, negotiating, depression before getting to acceptance. In fact as can be seen in some of the stories, we even made some false starts as we reinvented ourselves. Yet the results show clearly that we did accept the change and reinvent ourselves and move on with our lives. We did create a new focus that we find satisfying. The simple answer may be that most of us were so accustomed to high rates of change that after a relatively short period of time, we put our sneakers back on and went looking for the cheese. There was little indication in my survey of continuing anger or dissatisfaction. There was little sense that people felt betrayed. Some of

us certainly reassessed attitudes about work and self. Some of us reinvented ourselves very differently than how we were before leaving IBM. Some did not. The key to success at this transition may have simply been that we were willing, able and experienced in cheese hunting and we had not forgotten how to find our way around the maze.

Those of us who left IBM were diverse. We covered a range of skills, ages, locations, backgrounds and attitudes. One of the key things to recognize when doing a study like this is the danger of generalizations. The diversity of the situations and decision processes are significant. Yet there are some conclusions that are relevant to others who may face a similar situation or who are redefining the meaning of loyalty and employer/employee relationships and the work environments that are so heavily influenced by alternative ways of working such as contractor, vendor, consultant, temporary worker or a series of "gigs" strung together.

The primary conclusion was that Mary Lynn Pulley's thesis that successful transitions are really transformations that include changes in our attitudes about work and self were not verified by my survey. Half of the respondents did make significant changes in their attitudes about work. Half of the respondents made at least some changes in their attitudes about self. Yet there was no definitive correlation between the changes in attitude and current satisfaction with their work situation. There was a very high correlation between those who expressed *satisfaction* with work and *satisfaction* with their relationships with spouse and others.

Another conclusion is that the process of reinventing oneself takes a long time - certainly more than a year and perhaps as long as 7 years. It is also likely that the transition may be repeated. It is possible that one can pursue a path that looks right and feels right and decide within several years that this is not right. As career counselors, we need to be aware that we must empower our clients to look at these as choices that can be revisited at any time. One of my favorite resources is the book *Feel The Fear and Do It Anyway* by Susan Jeffers. She provides a way to talk about changing the choices from right/wrong to win/win. There is a fairly good probability that even with the best counseling, there will need to be a reassessment within a few years after a major career transition. This seems to be especially true for those of us who are in our second mid-life (ages 40-60). We must be especially wary about reframing these transitions. For most of us this was not a time to go out and look for another job like our old job. In fact there were few who did this. While some changed attitudes about work or self, few were trying to recreate the old IBM situation under a new banner. We were trying to make real changes in each our own worlds.

The overwhelmingly good news is that so many are so satisfied with whatever they have decided to do - on the first or a subsequent transition. It seems not to matter if the decision is to be employed, consult, work part-time or protire (not retire). The satisfaction levels are outstanding. The most consistent advise from the respondents was to "just do it."

Finally, it is likely that the success of this group as they made mid-life transitions may be based on the high rate of change that they had become accustomed to. The good news about this conclusion is that the new world of work is imposing this view on more and more of the population. It will be less likely that a client will expect lifetime employment and a gold watch as the sea change in the ways we work becomes more and more evident. What was called a traditional view will be seen as a sign of a bygone era - even for those in the later part of a second mid-life. I have talked with knowledge workers who are in the baby boom generation and I find that they are more used to change, regardless of industry or position. I have discussed these issues with professional Gen Xers and find that they are emergent in the way they approach the world of work. Perhaps the challenge will be to get people to plan for serial careers and

expect to reassess their situations on a fairly regular cycle - perhaps every 7 years as in Gail Sheehy's *Passages* or perhaps more frequently. It could become part of the annual ritual to get a physical, visit your financial planner, see a career counselor and take a marriage retreat.

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Start Your Own Radio Show on Career Development

Liz Plotkin, MSW
Gail Nicholson, MA

Have you ever wanted to produce your own radio show? In this article, Liz and Gail tell their radio show success story including: how they found a radio station, creating show titles, interviewing guests and other ideas that make great radio programming easy. Radio is a fabulous, fun medium for communicating messages about career development while you gain visibility for your practice or program. These tips are intended for career development professionals interested in media exposure as well as the opportunity to network with and promote colleagues and events in the community.

December of 1997, at a Career Counselors in Private Practice holiday party, synchronicity was in the air. Liz and Gail both attended thinking to ask the other about doing a radio show. Excited to proceed, plans were made to research radio stations that would be interested in career related programming. In the mean time we began meeting weekly to hammer out the concept and mission of our project as well as outline potential show topics and guests.

The concept was simple: create a radio show to talk about career issues. We chose the name "Career Talk Salon" to present an informal, around the kitchen table discussion between our guests and listeners. Our mission — to promote the development of career satisfaction throughout the community.

While searching for a "home" for our talk show, we discovered large differences between commercial, college and community-based stations. Air time is a precious commodity where ever you go. But approaching a commercial station proved to be more difficult given we had no prior broadcasting experience, demo-tapes, or sponsors. Before we could get discouraged, Gail was invited to be on Jean Wenzel's "Bread & Roses" radio talk show which was a part of women's public affairs programming on KBOO 90.7 fm. At the end of the show Jean serendipitously announced that "Bread & Roses" was looking for more volunteers. "Bread & Roses", a group of women radio programmers, rotate hosting a weekly public affairs hour told from a women's perspective. Jean advised Gail to submit a proposal to the "Bread & Roses" group, which we soon did. Shortly thereafter we attended a "Bread & Roses" meeting to further to discuss our show ideas and meet the group.

Normally at KBOO, people have to do a lot before getting on the air. Training in radio engineering is required and volunteering time monthly is considered payment for the privilege of programming. But lucky for us, several "Bread & Roses" volunteers had just left the group. Our program proposal was accepted. To our amazement we were asked to do our first show as soon as possible.

Beginning without the standardized format developed later, we co-hosted the first show without guests introducing the concept of a salon and the topic of career satisfaction. A "Bread & Roses" volunteer provided radio engineering. (The radio engineer is the person who operates the control panel in the air room to put the program on the radio. Liz and Gail continue to receive training in radio engineering to meet the expectation for programmers at KBOO to become licensed engineers. The programmer is the person who creates the show and goes on the air.)

Being in the radio station studio for the first time was exciting and scary. Just like any transition there were new things to get used to like talking into microphones, listening to yourself through headphones and keeping the conversation flowing. Federal Communications Commission (FCC) regulations require stations to identify themselves at the top of the hour which we did as well as select and play music periodically. We found out there are specific laws regarding any commercial radio content and additional legalities regarding what you can and can not say over a non-profit or community radio station. For example, at KBOO, a community station, Liz and Gail can announce their professional service and place of business but not solicit clients. But the benefit of consistent exposure over time and the opportunity to educate our community about career satisfaction continues to outweigh this restriction.

As the show went on, we found it very helpful to create a standardized format for the hour. Beginning with a theme song, "Bread & Roses" by Judy Collins, station identification and an introduction to the Career Talk Salon, we gradually became more and more comfortable being on the air. We learned how to prepare and orient guests as well as ask for and receive call-ins from listeners. Our guest list includes career professionals, financial planners, coaches, writers, single mothers and health care workers. We have also pre-taped interviews with national leaders in the career development field and played them over KBOO's airwaves. Adding to our guest list has been a fantastic opportunity to meet and network with a wide variety of contacts. When we ask a potential guest to join us on the show we are rarely turned down. Everybody wants to be on the radio!

Future plans include becoming certified as radio engineers and learning other technical pieces such as interviewing someone long-distance over the telephone from the radio studio. There is also the opportunity to sell tapes of shows and interviews but at the moment there are legal concerns and resource considerations unresolved. We may also want to consider the possibilities with public broadcasting or commercial stations. But for now we are very content with the support and commitment to freedom of speech that we experience at KBOO.

To listen to us online, tune in at www.kboo.org. Look in the on-line program guide under "Bread & Roses" for the Career Talk Salon. You will be given instructions on how to listen.

In conclusion, the experience of doing a radio show has been very rewarding and exciting. We've met with very interesting people in the career development field and have had some fascinating conversations. And there is the sense at times that we are contributing to the far-off possibility that everyone could find work they love.

List of previous Career Talk Salon show titles and guests:
Career Talk Salon
Selection of Titles and Guests of Previous Radio Shows

Developing Career Satisfaction: Renette Meltebeke, Chris Eaton
The Internal Job Description/Psychodynamic Career Counseling: Mary Lynn Musgrove
Overcoming Barriers to Employment: Elizabeth Harney and Choi Marquardt
Self-Employment for Women: Linda Mahan
Supporting the Career Development of Girls: Esther Mathews
True Work: Justine Toms of New Dimensions Radio
Mother/Daughter Relationships and their Influence on Career Transition: Sally Gelardin And Jane Goodman
Patchwork Careers: Constance Stevens and Martha Russell

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Is Licensure In Your Future?

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Counselor licensing is an important issue in California. The following presents the current licensure situation in California, how other states handle licensure, the positions of the national professional association and the national credentialing body, the background of counselor licensure in California, possible solutions for California's licensure dilemma, the current effort toward licensure, and recommendations for the next steps to take.

THE PROBLEM:

General Practice Counselors are not licensed in California.

The only legislation that regulates counselors in California was enacted in 1964 to license one specialty of counseling, that of marriage, family and child counseling. These Marriage, Family and Child Counselors (MFCCs) are now called Marriage and Family Therapists (MFTs). The license is administered by the Board of Behavioral Science Examiners, which also licenses Social Workers and Educational Psychologists. There are approximately 29,000 MFTs in CA.

California has never licensed general practice counselors or other counseling specialties at the master's level. Examples of these specialties are career, rehabilitation, community, mental health, geriatric, community college, etc.

CA Business & Professions Code, Marriage, Family Child Counselors, Chapter 13. *Licensing Requirements*, American Counseling Association, 1997

WHY IS THE LACK OF A GENERAL PRACTICE COUNSELOR LICENSE IN CALIFORNIA A PROBLEM?

The public is not protected.

Without the title protection and legal definition provided by licensure, anybody can claim the title "counselor". This leaves the public with no way to differentiate qualified practitioners from untrained and unscrupulous practitioners offering counseling services. Absent licensure there is no mechanism for enforcing professional standards or for holding practitioners accountable for their actions. Without licensure consumers must go through the civil courts. Even if the court finds in favor of the client, the practitioner does not have a license to be taken away and can continue to provide services to the public.

Persons, not products, are at stake in counseling situations.

When barbers and manicurists are required to be licensed in our state, how do we explain there being no legal requirements for general practice counselors, who task it is to work with people and their futures.

California is clearly out of sync with the rest of the country when it comes to licensure of counselors.

Currently there is no portability of California credentials to and from other states. Licensed counselors coming from other states are restricted from practicing in California unless they can comply with the marriage and family therapy specialty. In turn, this unique California license is not recognized by other states.

Professional Counselors, fully licensed in other states as general practice or mental health counselors, must specialize in marriage and family therapy to continue their practice in California. In addition to needing 12 units of marriage, family and child counseling and marital and family systems approaches to treatment in their graduate training, they must add at least 2 semesters in California law and ethics, 250 hours supervised experience in California, and take the California MFT exam.

State funds are being used to educate counselors who cannot get licensed to practice in California.

Although students pay tuition at taxpayer-supported California state universities (or receive state/federal aid) and receive a Master's Degree in Counseling, they can only be licensed if they have specialized in marriage and family therapy as part of their graduate program. For example, school, career, rehabilitation and community college counselors who have a Master's Degree in Counseling are not eligible for licensure. School Counselors, although credentialed by the State Board of Education, are restricted from practicing outside the school setting.

State-funded agencies required to hire licensed counselors are restricted to hiring marriage and family therapists or social workers, when masters prepared career or rehabilitation counselors might better fill the need and increase flexibility for these agencies.

WHAT DO OTHER STATES DO ABOUT COUNSELOR LICENSURE?

Forty-five states, plus Washington D.C., have passed some form of counselor credentialing legislation.

This general practice license is most often called the Licensed Professional Counselor (LPC). A few states use Certified Professional Counselor (CPC) and a few states specifically regulate mental health counseling with a credential such as Licensed Mental Health Counselor (LMHC).

California, Hawaii, Nevada, Minnesota, New York have no counselor licensure, although New York is close. California has a specialty license with its own exam.

There are about 60,000 Licensed Professional Counselors (LPCs) in the U.S. licensed by their states.

Thirty-seven states regulate Marriage Family Therapists (MFTs). Some states have a separate board for MFTs; other states regulate general practice counselors (LPCs) and MFTs under a composite board.

Sixteen states regulate rehabilitation counseling either as part of the LPC or separately.
Thirty states regulate career counseling with the LPC.
All fifty states regulate school counseling through their state departments of education.

Forty-three of the forty-five states with counselor licensure use a national examination in their licensure process. They use the National Counselor Examination (NCE) and/or the National Clinical Mental Health Counseling Examination (NCMHCE), administered by the National Board for Certified Counselors (NBCC).

Six states accept the NCE or the Certified Rehabilitation Counselor Examination (CRCE)
Two states use their own exam.

Data from *Counselor Licensing Requirements*, American Counseling Association, 1997; The National Board for Certified Counselors (NBCC), <www.nbcc.org>.

WHAT IS THE DIFFERENCE BETWEEN CREDENTIALING, LICENSURE AND CERTIFICATION?

Licensure is a legislatively established process of credentialing which grants a practitioner the legal right to practice through law. It restricts this right to only those persons who hold a license. State laws vary. Some will protect both the title and practice of the profession (practice acts or laws). Others will protect only protect the title granted to practitioners (title acts or laws).

Certification grants the use of a title by verifying certain qualifications; it does not involve the authorization to practice a profession nor does it regulate the profession.

Credentialing encompasses a broad spectrum of efforts to establish professional training standards and regulations for practice.

National Board Certification refers to a certificate granted by nonlegislative, professional organizations. There are currently two national boards that certify professional counselors. Established in 1973, the **Commission on Rehabilitation Counselor Certification (CRCC)** has certified more than 14,000 Certified Rehabilitation Counselors (CRCs), who have demonstrated through education, experience and passing a written examination that they meet minimum competence levels considered necessary to adequately serve the rehabilitation needs of persons with physical, mental or emotional disabilities.

Since its establishment in 1981 as a free-standing corporate body, the **National Board for Certified Counselors (NBCC)** has certified more than 50,000 counselors in the general practice of counseling, called National Certified Counselors (NCCs). This general practice credential is appropriate for all counselors who have earned a master's degree and have demonstrated minimum competence levels considered to be important for all counselors. There are over 32,000 NCCs in the nation and about 450 NCCs in California.

WHAT IS THE DIFFERENCE BETWEEN COUNSELORS AND THERAPISTS?

The scope of practice for Marriage and Family Therapists in CA reads,

"...the practice of marriage, family and child counseling shall mean that service performed with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying and productive marriage and family adjustments. This practice includes relationship and premarriage counseling...methods include, but are not limited to, the use of applied psychotherapeutic techniques to enable individuals to mature and grow within marriage and the family, and the provision of explanations and interpretations of the psychosexual and psychosocial aspects or relations."

CA Business and Professions Code, Chapter 13, Section 4980.02

"The term professional counselor...

is used to represent those persons who have earned a minimum of a master's degree and possess professional knowledge and demonstrable skills in the application of mental heath, psychological, and human development principles in order to facilitate human development and adjustment throughout the life span. Professional counselors prevent, diagnose, and treat mental, emotional or behavioral disorders and associated distresses which interfere with mental health. They help people of all functioning levels grow mentally, emotionally, socially, educationally, spiritually, and in terms of careers.

Professional counselors are found in a variety of work settings including mental health centers, rehabilitation agencies, private practice, hospitals, elementary through senior high schools, universities, nursing homes, career centers, government, and business and industry. What makes professional counselors unique from their peers in other mental health disciplines is their 'wellness' orientation. While trained to understand pathology and mental illness, professional counselors take a preventive approach to helping people and are trained to use counseling treatment interventions which include principles of development, wellness, and pathology that reflect a pluralistic society."

American Counseling Association, *Counselor Licensure Legislation: Protecting the Pub*lic <www.counseling.org/resources/licensure_legislation.htm>.

WHAT IS THE POSITION OF THE NATIONAL PROFESSIONAL ASSOCIATIONS AND ACCREDITING ORGANIZATIONS ON SCOPE OF PRACTICE AND LICENSURE?

The American Counseling Association (ACA), representing 52,000 professional counselors, supports a single, inclusive, scope of practice model of licensure which is representative of the full range of practices engaged in by professional counselors. ACA further believes that it is essential to ensure that all professional counselors, regardless of their chosen specialty area(s), are legally entitled to practice within their scope of expertise.

Specialties should be addressed through national standards promulgated by the profession and regulated through national certifying organizations. This means that ACA does not endorse specialty licensure (e.g., separate licenses for general practice counselors, rehabilitation counselors, mental health counselors, career counselors, and so on).

However, state counseling regulatory boards can choose to develop standards for specialty endorsements and rules for how professional counselors can advertise themselves in relation to specialties."

Counselor Credentialing Laws: Scopes of Practice, Language and Tiers, American Counseling Association, 1995.

What is the American Counseling Association's (ACA's) position on licensure in California?

When MFCC had the word "counselor" in it, ACA recognized California's MFCC law as a generic counselor law. In 1998 "counselor" was changed to "therapist". Now ACA indicates on their web site <www.counseling.org> that there is no licensing board for mental health counseling in California and to become active in state-level lobbying for LPC legislation, one should call or email the California Association for Counseling and Development (CACD).

The National Board for Certified Counselors (NBCC) requires the National Certified Counselor (NCC) credential as a prerequisite to any of their specialty credentials. It is assumed that all counselors, regardless of their specialty area(s), must have a shared knowledge base and be able to perform some of the same activities. The NBCC does not recognize the California MFT license as a counselor credential. They list the Board of Behavioral Sciences as the California licensing body and The California Registry of Professional Counselors and Paraprofessionals as the voluntary registry for general practice, career and rehabilitation counselors.

The National Certified Counselor Credential, National Certification for Professional Counselors, The National Board for Certified Counselors, Inc., 2001, <www.nbcc.org>
Counselor Licensure: Protecting the Public, American Counseling Association, 2000, <www.counseling.org>.

WHAT MIGHT BE THE SOLUTION FOR CALIFORNIA'S LICENSURE DILEMMA?

The following is a draft proposal presented as a starting point for a movement toward general practice counselor licensure in California:

Because it is the intent of the Legislature to "protect the public from incompetent, unethical and unprofessional practitioners" (*CA Business and Professions Code*, Division 2, Chapter 13, Article 1, 4980.34);

Because it was the intent of the Legislature in amending the Marriage, Family and Child Counseling law in 1986 that it would serve as a "model professional licensing standard" and "the Legislature would continue to upgrade all other mental health professions" and "apply these standards as may be appropriate to those professions" (AB 3657, Section 1, (c);

Because in the state of California there is a vital public need for competent counselors with a range of skills and knowledge beyond those recognized in the current law governing Marriage and Family Therapists, Social Workers and Educational Psychologists;

Because 45 states license "Professional Counselors" or "Mental Health Counselors", who address a variety of counseling issues, and 38 of these states use the National Counselor Examination (NCE), administered by the National Board for Certified Counselors

(NBCC), for licensure and certification, and because counselors who meet the licensing requirements of 45 states cannot move to California and practice unless they become Marriage and Family Therapists;

Therefore, it is proposed that the Legislature bring its licensing requirements in line with 45 other states by adding "Licensed Professional Counselor" (LPC) to the existing law.

"Licensed Professional Counselors" would be defined as all Master's level counselors not covered by current California licensure who meet the following requirements:

Education: Completion of a regionally accredited Master of Science in Counseling program (or a related field) with a minimum of 48-semester (or 72 quarter) units with specified counseling coursework;

Examination: Successful passage of the National Counselor Exam (NCE);

Ethics: Compliance with the Code of Ethics of the ACA and NBCC;

Experience: Document two years of post-masters counseling experience with 3,000 hours of work as a counselor and 100 hours of face-to-face supervision over the two year period.

All counselors with a current designation as National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC), Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification, Registered Professional Counselor (RPC), Registered Professional Career Counselor (RPCC) or Registered Professional Rehabilitation Counselor (RPRC) of the California Registry of Professional Counselors and Paraprofessionals, or licensed counselors from other states would be automatically accorded the designation of Licensed Professional Counselor (LPC) at the time of the passage of this legislation.

After becoming licensed as a Licensed Professional Counselor, practitioners could earn a specialty designation, such as Licensed Professional Career Counselor, Licensed Professional Rehabilitation Counselor, etc., by meeting the standards determined by the professional organization of that specialty, or hold a certificate from the state or national credentialing body of the specialty.

Licensure could be administered by the Board of Behavioral Sciences or other appropriate board as designated by the legislature.

WHO WOULD BENEFIT IF COUNSELORS WERE LICENSED IN CALIFORNIA?

Consumers:

Licensure would enable the public seeking counseling, other than marriage and family therapy, to identify practitioners with greater assurance of competent services, because there would be a standard of preparation, ethics and practice.

The term Licensed Professional Counselor would be protected, so that only those who are licensed could use the title.

Counselors would be held accountable for their actions. Consumers would have a licensing board to lodge a complaint about a counselor. Consumers' rights to have confidential information remain confidential would be protected, since the concept of privileged communication is extended only to clients being served by professionals who are regulated by state law.

Counselors:

Counselors, who specialize in areas outside that of marriage and family therapy and who meet the standard of practice for counselors in California, would be licensed to deal with the public and would have credibility with consumers and employers.

California licensing requirements would be more in line with those of 45 other states so that counselors moving in and out of California would more likely have reciprocity.

Agencies:

State funded agencies would benefit from increased flexibility in staffing if counseling as a profession is legally defined by a licensure statute.

WHICH COUNSELORS WOULD APPLY FOR THIS LICENSE?

Any counselor who is not covered by current licensing laws and who can meet the licensing requirements. Such counselors might be credentialed school counselors wishing to practice outside the school setting, career counselors and rehabilitation counselors in agency and private practice settings, community counselors, community college and college counselors wishing to practice outside the school setting, educational counselors, psychology interns, etc.

Licensure of professional counselors does not restrict licensed marriage and family therapists, social workers, psychologists or other licensed mental health practitioners from practicing their professions. The purpose of licensing professional counselors is not to exclude other professionals who offer counseling services from doing so. The purpose is to ensure that these services are offered only by people who are proven to be qualified to do so while simultaneously assuring the inclusion of professional counselors as qualified service providers.

WHAT IS THE BACKGROUND OF COUNSELOR LICENSURE IN CALIFORNIA?

Early Efforts for Career Counselors

1980s

In 1984 the CA Business and Professions Code was amended to require career counselors to be licensed as employment agencies under the department of Consumer Affairs, Bureau of Personnel Services. The requirements for licensure were a high school graduation and passing the employment agency exam at a cost of $300 and paying an annual fee of $300.

In 1988 California Career Development Association (CCDA) member, Norma Zuber, led an effort to enact an appropriate career counselor licensure law (A.B. 4638 Quackenbush), which would set a professional standard for career counselors and protect the public from unscrupulous or unqualified practitioners. The standards set by the National Career Development Association (NCDA) and the National Board for Certified Counselors (NBCC) were proposed, including the use of the National Career Counselor Examination (NCCE). This bill died in committee because of the **legislature's reluctance toward**

regulation of any industry and the lack of documented numbers of potential licensees.

The intention was to try again in the 1989 session, but in talks with the legislative committee and the responsible bureau, it was clear that a bill would have little chance because of the few (50) currently licensed career counselors and the **lack of complaints from the public about counseling**.

In 1989 James Saum, Counselor Educator at California State University, Sacramento, said in a California Association of Counseling and Development (CACD) newsletter article, "**Thirty of the fifty United States have a generic license. Why not California?** School counselors have been licensed (credentialed) in California since 1956. Marriage, family and child counselors have been licensed since 1964. Career counselors have been licensed, albeit unsatisfactorily, as part of an employment agency since 1985. Because California got started early with the licensing of specific counselors, it has been difficult to get the separately licensed counselors to agree to a generic license......Thus, California may not ever have a generic license, but, instead separate licensing, credentialing, registering, or certifying for the different counselor specialists."

1990s

Although a professional career counselor license was not achieved, the legislature did became aware of the inappropriate inclusion of career counselors with employment agencies. In early 1990 career counselors were deregulated from this unfair situation.

Because of the need to **identify professional career counselors for the public and for legislators**, a group led by Robert Swan, Counselor Educator at California State University Long Beach, established the California Registry for Professional Counselors and Paraprofessionals. The Registry was established under the CACD Education Foundation in 1990 with a loan from CCDA. The California Rehabilitation Counselors Association (CRCA) joined CCDA in setting the standard of practice for their members who would apply to The Registry. CCDA set requirements closely aligned with those of NBCC. CRCA used the standards of the Commission on Rehabilitation Counselor Certification (CRCC).

The Registry, which is administered by a volunteer staff and Board of Directors, evaluates applicants, administers examinations and maintains a web site with a directory of those who meet the standard. It currently has 109 professional career counselors, 109 career paraprofessionals, and 16 rehabilitation counselors.

The Current Effort was sparked by three emerging factors:

2000

Factor #1: Since its inception, The Registry has received inquiries from counselors licensed to practice in their state, planning to move to California and expecting reciprocity. Dean Porter, Executive Director, found herself advising several incredulous callers a week that, in order to be licensed in CA, they must now specialize in Marriage and Family Therapy (MFT), necessitating coursework, extra supervision, a unique CA exam, etc. These calls compelled her to study licensure in other states.

From this look at licensure across the country, Dean concluded that **California is clearly out of sync with the rest of the country when it comes to licensure of counselors**. Forty-five states have a general practice counselor license, most often called the Licensed Professional Counselor (LPC). Our state's only license is for Marriage and Family

Therapists (MFTs), Educational Psychologists and Social Workers. See *CA Business and Professions Code*, Chapter 13, sections 4980 - 4989. <www.leginfo.ca.gov>

Factor #2: In 1992 the federal government decreed that, in order to receive federal funding, agencies (including the State Department of Rehabilitation) must have licensed or certified rehabilitation counselors.

Factor #3: In 1998 the legislature approved a bill submitted by the California Association of Marriage and Family Therapists (CAMFT) to change the title from MFCC to MFT.

Now we update James Saum's question of 1989 to: **Forty-five of the fifty United states have a generic counseling law. Why not California?** Now that California's law only licenses therapists, the **timing may be right to introduce a general counseling law**. We can differentiate counseling from therapy!

In 1998 the California Career Development Association Board endorsed a draft proposal for a general practice counseling bill. It suggests an educational requirement of a 48-semester-unit (72 quarter-unit) masters in counseling (or a related field) and using the NCE for the examination requirement.

Since the proposed license would be a general practice counseling license, since the California Association of Counseling and Development (CACD) would represent a larger constituency than the California Career Development Association (CCDA), and since The Registry cannot act as an advocacy body, it was determined that the licensure effort be launched by CACD. In 1999 a task force was appointed and it has met twice.

This is what has been accomplished so far in 2000:

Contacts with ACA and NBCC regarding model legislation and available technical support.

Consultation with the Chairs of the recent licensure efforts in Pennsylvania and New York.

A meeting with the consultants for the California State Senate Business and Professions Committee and the Assembly Consumer Protection Committee, where we received the comprehensive *Sunrise Questionnaire*.

Presentation of the proposed licensure and distribution of a survey, resulting in 100 members signing up to help at the CACD Conference in Sacramento.

Contact with the Board of Psychology regarding Psych Interns' potential for licensure.

The CACD Executive Council has endorsed the concept of counselor licensure legislation; authorized CACD joining a coalition seeking licensure; and appropriated $500 to cover task force operational expenses.

Based on what was learned from the above contacts, we need to **find answers to the following questions**:

- Are there enough counselors who want LPC licensure badly enough to give the time and money, over a period of years, that this is going to take?
- Are there sufficient numbers of qualified counselors, that would be affected, to get the attention of legislators?
- Can we make the case that the public is being harmed under the current circumstances?
- Can counselors agree on what they want?
- How soon can we be ready with a bill for the next legislature?

If the answers are "yes", we need to do these things:

- Form a coalition or alliance with professional organizations and set up a working structure
- Develop the necessary funding

Develop "talking points" to be used to educate counselors and legislators
Develop language that we want included in a bill
Build grassroot support of a bill
Select a lobbyist and an author for a bill

Recommendations for Next Steps:

Convene eight to ten geographical focus groups, comprised of counselors from all affected counseling specialties, to see if there is sufficient interest among counselors and to identify skills and resources needed to proceed;

Build a working coalition with other professional organizations with an interest in counselor licensure;

Plan a retreat where representative members of the coalition can:

- Develop a timeline for introduction of legislation;
- Determine needs for the legislative effort;
- Assign elements of required documentation (*Sunrise Questionnaire*, a 35-page request for a license) to those with relevant expertise;
- Agree upon working definitions of counseling tasks, functions, educational requirements, and competency measurement.

Write and circulate a draft of the required documentation to coalition members for review and consensus.

CONCLUSION

Counselors who would like to help get legislation for the Licensed Professional Counselor (LPC) designation in California should complete and submit the *California Licensure Questionnaire* to indicate ways in which they are willing and able to become involved. The experience of other states tells us that we need to build a large grassroots organization with a well organized database, raise sufficient funds to hire a lobbyist, collect documentation of consumers who have been harmed by untrained or unethical practitioners, build consensus among counselors so that we speak with one voice, submit clearly written legislation, etc.

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COUNSELOR LICENSURE COMPARISON

Credential	Education	Examination	Supervised Experience	C. E. U.'s	Ethics
		National Information			
General practice Counselor Licensure (in 45 states + Wash. DC). Most common designation is **Licensed Professional Counselor (LPC)**	**Masters in Counseling** (or related field) - 48 to 60 units with specified counseling coursework.	Most states use **National Counselor Exam** (NCE) developed by **NBCC**	(Varies by state) NBCC Standard: **Two years** with 3,000 client contact hours	(Varies by state) NBCC Standard: **100 hours** every five years.	(Varies by state) ACA' and NBCC's Code of Ethics.
		California Information			
General Practice Counselor License does not exist at this time.					
Marriage Family Therapy License (MFT)	**Masters in MFT** (or related field)- 48 units with specialty coursework.	State-devised **MFT oral and written exams.**	**Two years** with 3,000 client contact hours.	**36 hours** every two years.	Section in legislation on unprofessional conduct.
Voluntary:					
Registered Professional Counselor (RPC)	**Masters in Counseling** (or related field) - 48 units with specified counseling coursework.	**National Counselor Exam (NCE)**	**Two years** with 3,000 client contact hours.	**100 hours** every five years.	ACA's and NBCC's Code of Ethics
Registered Professional Career(RPCC)/Rehab. (RPRC)Counselor	**Masters in Counseling** (or related field) with specialty coursework.	**National career/rehab. specialty exams.**	**One year** of work experience.	**100 hours** every five years.	ACA's and NBCC's Code of Ethics
		Recommended for California Future			
MFT License	No Change	No Change	No Change	No Change	No Change
General Practice Counselor Licensure Recommended: **LPC *and* National Certification** to designate specialties.	**Masters in Counseling** (or related field) - 48 units with specified counseling coursework.	**National Counselor Exam (NCE).**	**Two years** with 3,000 hours of client contact hours.	**100 hours** every five years.	ACA's and NBCC's Code of Ethics.

International Career Development Conference 2000

ERIC/CASS PUBLICATION

Addressing the Relationship Between Career Development and Spirituality When Working with College Students

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Change in the workplace of the 21st century is rapid and many times, unpredictable. Within the span of two years the "new economy" has created overnight millionaires and then left them unemployed or returned them to the middle class (Associated Press). The work of any business now has far-reaching, global implications. Individuals hoping to succeed in this workplace must cope with limited job security and the expectation that they will experience multiple job changes over the course of their careers. Hansen (1993) posits that the related career development needs of individuals in the 21st century are based on the stressors they encounter and the coping strategies they must implement to negotiate this shifting world of work. One of the primary needs identified by Hansen (1993) is increased attention to spirituality and related issues in the workplace.

For many individuals spirituality does actively interface with their career development and workplace effectiveness. An emerging body of literature supports this premise. Knox, Langehough, Walters, and Rowley (1998) found a significant relationship between an individual's spiritual orientation or active spirituality and increased self-esteem, as well as possession of a greater number of personal resources available for growth and change. Other authors (Vecchione, 2000) have discovered a significant interaction between an individual's attitude toward career development and their attention to one of five life tasks associated with holistic wellness and spirituality. In this study, college students who did not engage in any form of spiritual expression or growth were also less likely to participate in or initiate any activity related to career development. Finally, Colozzi and Colozzi (2000) established that spirituality does play an important role in the career-related decision making of college students.

In contrast, spiritual issues are minimally addressed in the career development literature as a whole (Stolz-Loike, 1997) and counselors are typically not exposed to coursework devoted to spiritual issues during their graduate training (Ingersoll, 1994). In order to address the career development needs of individuals in the 21st century, career counselors need access to information that not only recognizes spirituality as a career development influence, but that also describes how the two areas potentially intersect. In particular, the undergraduate college years are considered to be a critical time for individuals to make and commit to career decisions. This phenomenological, qualitative study attempts to at least partially attend to the need for information by describing the essence of the interaction between spirituality and career development in a college context.

Methodology

The phenomenological approach attempts to understand empirical matters from the perspective of individuals who experience the phenomenon being studied (Bogdan & Biklen, 1992; Neuman, 1997). Through examination these experiences are reduced to a central meaning or essence of the concept at hand (Moustakas, 1994). The phenomenological approach is composed of three research processes: investigation of the phenomena, identification of general themes or essences of the phenomena, and examination of essential relationships among themes (Creswell, 1998).

Research Participants

According to Creswell (1998, p.111), "Participants in a phenomenological study need to be carefully chosen to be individuals who have experienced the phenomenon and are able to articulate the experience." Because of the need to identify college students who had the ability to identify and verbalize influences on their career development process, purposeful sampling in the form of snowball sampling was used to identify potential research participants. Snowball sampling identifies cases of interest from people who know people who know what cases are information rich (Miles & Huberman, 1994). When conducting a study using a phenomenological approach, Dukes (1984) and Polkinghorne (1989) recommend studying the experience of 3-25 individuals. Through snowball sampling, 10 undergraduate students were selected for diversity in majors, year in school, and family or religious background.

Data Collection and Analysis

In a phenomenological research study data is gathered from first-person reports of experiences and is typically collected through long, unstructured interviews with informants (Polkinghorne, 1989). Interviews are considered effective in generating data about participant concerns, feeling, and perceptions of their experiences (Miller, 1997). The purpose of phenomenological interviewing is to gain access to the meaning an individual makes of his or her experience (Seidman, 1998). This type of qualitative interviewing is based on the premise that "meaning is accessible when an individual reflects on the constitutive factors of personal experience" (Attinasi, 1992, p. 63). The focus of phenomenological interviewing is an individual reconstruction of an experience and reflection on the meaning created by that experience.

Following this model, open-ended interviews were the primary method of data collection in this study. A series of at least three in-person interviews and multiple follow-up e-mails was conducted with each participant over a period of 12 months. The longitudinal nature of the study was intended to take into account career and spiritual development as processes.According to Moustakas (1994) the goal of phenomenological data analysis is to reduce textural meanings or the "what" of experience and structural meanings or the "how" of an experience to a brief description that typifies the experience of a phenomenon for all of the participants in a study. Because all individuals experience the phenomenon in some form, it is a reduction to the "essentials" of the experience.

The raw data as recorded was transcribed verbatim for each participant. Non-recorded interviews were written up as field notes immediately following the data collection. In total, data collection resulted in 50 sets of field notes, representing 477 pages of data. Phenomenological analysis took place using the five-step process suggested by Moustakas (1994).

Findings

For the purpose of this article spirituality is defined as an internal phenomenon addressing issues such as the search for a sense of meaning and purpose in one's life, establishment of an intrinsically held value system that determines behavior, and participation in a community of shared values (Cornett, 1998; Kelly, 1995; Westgate, 1996). Spirituality also includes a desire for and the perception of connection to something greater than self, and may include reference to a higher power (Cascio, 1998).

Participants referenced two major influences on their ability to engage in career-related decision-making or implementation of their career goals. Two categories of spiritual issues, spiritual struggles and spiritual growth, were identified by students as having a significant impact on their career development.

Spiritual Struggles

Participants described two primary types of spiritual struggles that prevented them from moving forward in their career-related decision-making or pursuit of their degrees. Each of these issues interfered with students' abilities to look ahead and plan for their post-graduation futures. For four of the ten participants, the resolution of these struggles continued to figure prominently among the career development needs they identified during the course of this study.

Search for meaning. Participants discussed reaching a point where their degree programs and future goals as they were currently defined lost meaning. For most participants this experience translated into previous frames of reference losing utility. This loss of a context for decision-making resulted in participants finding themselves in a "holding pattern" where they felt stuck or unable to move until they could find insight or develop a personal frame of reference. Sara, an undecided sophomore who identified herself as Native American, explained spiritual "stuckness" in the following manner:

> It's less about living in two worlds, but more about how I relate to the world. I believe that by virtue of taking from the world, I am supposed to give back. The question becomes how – Do I give back to my people or do I pay attention to the fact that there is a higher power over all people. I ask all these questions and I am still waiting for answers. I can't decide what to be or where to go until I know.

Participants also described their search for meaning as a lack of a sense of purpose or connection. More specifically, they reported a sense of missing a sense of connection to a greater vision or to others who might be working for a common purpose. John, a senior majoring in Business who described himself as a "first generation Asian American," spoke about this search for meaning by saying:

> There is a sense of nothingness beyond graduation. My choices in business seem to be more about money and less about people. I feel like I have lost my web of connection and am falling into a deep chasm, falling into a void. Business has been my identity. It makes me question who I am.

Loss of focus. Other participants shared feeling unclear about their intrinsic value system and thus, being overwhelmed when faced with choices or new information. This lack of clarity also resulted in participants questioning their career goals or feeling unable to fully embrace their current career direction. Alice, a junior majoring in Computer Science who identified herself as Latina, related how this stimuli overload translated into a seeming career immobility by stating:

> Information is coming at me from all sides — e-mail, professors, the Internet — but I do not have a reliable filter for sorting it out. I am missing a 'code' to assist me. By that I mean, I am no longer sure of what is important, what I believe. I used to think that I had a target, but now I question its worth.

Spiritual Growth

Six of the ten participants talked about a significant moment during their career planning activities where they experienced a conscious recognition of the importance of their spirituality to their development as a professional. This moment of insight provided participants with a foundation for understanding themselves more fully, as well as with a reference point for articulating personal approaches to career-related constructs such as success.

Identification of a personal value system. A component of participants' recognition of their spirituality was the integration of this personal dimension into participants' self- definitions. In the same regard, definitions of central career concepts, including success, were revisited and redefined by the participants based on internal, spiritual criteria, rather than external forces. Joe, a senior majoring in Education who described himself as African-American offered this perspective on his spiritual development:

> My parents believe that I wasted my talent by going into teaching. They tell me that I am the child who disappointed them, who let them down. But, I have finally grown to the point where my own beliefs guide me. I believe that the only way to change this world, to make it better, is to influence our youth. I consider myself a teacher. It's how I fit into the universe. My value of that place in the 'overall plan' guides me.

Realizing and pursuing a "calling." Participant narratives also consistently contained themes that suggested their belief in and reliance on the idea of a calling or vocation. In particular, participants correlated renewed personal energy with finding or communicating their sense of purpose and beginning to engage in activities that expressed that purpose. Anna, a junior majoring in social work who described herself as Euro-American, provided insight into the process of realizing a calling by sharing the following:

> There is a voice deep inside of me that comes from my Christian faith. That voice has led me to social service. I strongly believe that my calling is to create opportunities for people who did not discover them on their own. It took me some time to act on that voice, to really listen to it. For some time I tried to convince myself that I needed a more secure, nine to five, eight-hour day, kind of life. When I overcame that obstacle, I was able to acknowledge my calling and run with it.

Finding connection and spiritual community. Participants reported that a direct benefit of paying attention to their career and spiritual development simultaneously was a growing sense of being an essential part of a larger whole and of being a contributing community member. In this context, career choices had meaning not only to each participant as an individual, but also to the various collectives of which they were a part. Especially in the case of participants whom practiced an organized form of spirituality, the relationship between their career choice and their ability to potentially play a significant role in their immediate communities was viewed as essential. These same participants voiced both a conceptual and practical value and understanding of interdependence. Lance, an undecided freshman who identified himself as being of 'multiple cultures and ethnicities,' spoke about spiritual community as a sense of purpose beyond self. According to Lance:

> The thing that keeps me growing right now is my Buddhist meditation. It keeps me focused on a path. I can't tell you my major, but I can tell you my path gives me one focus that extends into the future. I know that years from now I will continue in the work of the Buddhist group that I am affiliated with and that my beliefs will influence my choice of major. What is most important is that I have a defined place in this world, that I understand my responsibility to others, and that I am something beyond my self interest.

Implications for Career Counseling

Role of Career Counselor

The study findings reinforce a number of traditional career counselor roles, but also suggest the need to expand existing roles or add new or differently defined roles to the career counselors' repertoire. Most obviously, the participant narratives emphasize the role of career counselor as empathetic listener, but also point to a need for expansion of this role to include recognition, validation, and discussion of spiritual issues as they relate to individuals' continued career development.

The second career counseling role suggested by the findings is that of career counselor as advisor and guide. The findings further illustrate that career development and spiritual development are on-going processes, rather then a series of outcomes. Within this orientation, career counselors serve as coaches or guides on a long distance, continuous journey.

Herr (2000) points out that an emerging career counseling role in the 21st century is career counselor as information resource. The importance of this role is reinforced by the study findings. A chaotic, changing workplace requires a reliable place for individual workers to experience grounding as well as secure the most current, accurate information regarding particular trends, workplace expectations, or marketable skills. Furthermore, the fluctuating characteristics of this workplace establish the need for a place where individuals, especially college students, may engage in vigorous testing of how realistic their career goals and plans actually are.

Finally, the role of career counselor as teacher is emphasized by the research findings. The participant narratives reinforce the importance of teaching effective decision-making. An integrated person makes choices based on mind, body, and spirit. In this case, the role of career counselor is expanded to include assisting or challenging individuals to verify that their career decisions pay due attention to each of these life domains.

Definition of Career Counseling Outcome

When spirituality is entered into the career development equation, one expected outcome of career counseling shifts from making a decision to defining how that choice will make a contribution to the collective (Savickas, 1997) or satisfy an individual's expression of purpose. Considerations of spirituality within career development also imply the need to evaluate an individual's overall "career health." That is, how is the individual's balance between the mental, physical, and spiritual life domains affected by their career decision and the implementation of related goals?

Conclusions

Individuals hoping to thrive in the workforce of the 21st century require resources and professional support that are responsive to their holistic needs and that enhance their effectiveness in navigating continuous change. When career counselors take into account all of the personal dimensions (mental, physical, and spiritual) that affect the career development process they are likely to be of greatest assistance to their clients. This premise is especially accurate for college students for whom the undergraduate years tend to be a significant time not only of career development, but also of spiritual exploration and growth.

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Leveraging Advantage: Career Education Strategies for Disenfranchised Students

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Overview

The School-to-Work Opportunities Act of 1994 (STWOA) has created interest in assuring that high school students are properly prepared for emancipation. Collaboration between secondary and post-secondary schools can provide systematic, recursive assessment models that will benefit students, inform teachers, strengthen institutions, and add the knowledge base regarding career development. Outlined in the document is the framework used for the Academic Studies and Career Planning class at Valencia High School, Orange County, California.

Leveraging Advantage

Curricula experiences for students from kindergarten to graduate school provide educators, researchers, administrators, and evaluators with an endless source of material for controversy and compromise. Institutional attempts to design educational experiences that are cutting edge are criticized just as often as experiences that follow a traditional approach. Current policy initiatives that focus on the "school-to-work" transition for adolescents have contributed to both focus and ambiguity in the area of curricula design.

Compounding the problem of articulating the boundary between class and career is the fact that in large population centers many students are disenfranchised by virtue of language, skin color, citizenship status, etc. This article discusses pedagogical strategies for providing focus and clarity to disenfranchised students as they navigate this boundary landscape. This paper describes how one secondary school (grades 9 to 12) addressed the issues of providing career education services in such a diverse setting.

School-To-Work Issues

The counseling and guidance movement was born at the turn of the century as Frank Parsons sought to help individuals discover how their personal traits matched factors in different occupational settings (Parsons, 1909). This mission has been part of guidance in the United States for more than a century. Still, over half of the graduates of secondary schools do not have the basic skills necessary to apply for an entry-level job. Almost one-quarter of liberal arts graduates from four-year colleges find it necessary to return to community colleges to acquire such skills (Vo, 1997).

The impending transition of the high school student to the world of work has been an increasingly important, if not central focus of secondary education for the past half century (Becker, 1964). Intriguingly, while this serves as the major focus for secondary education in most Western industrialized nations, the United States did not address the issue as a matter of public policy until the School-to-Work Opportunities Act (STWOA) of 1994 (Lewis, Stone, Shipley & Madzar, 1998). Since that time, STWOA has been driven much in the way of funding, policy, and pedagogy in American secondary schools.

Ample literature suggests that attempts to separate college-bound and non-college-bound students into separate tracks have met with outcomes that seldom meet the needs of both sets of students (Steel, 1991; D'Amico, 1984; Steinberg, et. al., 1981). In fact, Finn (1986) has argued that the marginalized nature of adolescent employment provides the teenager with little influence when entering the job market. Non-college-bound workers often linger in these dead end jobs for four to five years after high school graduation. Ultimately, they enter the "true workforce" about the same time as their college-educated counterparts and many return to college in their late twenties. For Finn, this is a reason to maintain the same career development curriculum for all students...regardless of their stated intentions to go to college. While STWOA has meant increased vocational education in some school districts, for others it has been translated as the education of those at the margins of society.

It would appear that career education is best framed by a desire to teach all adolescents about the world of work. The agenda for such courses is to insure that early in their high school careers, students learn what possibilities exist beyond the "college/not college" views of adulthood. Such programs can foster career exploration and career maturity that match Super's understanding of career development (Osipow & Fitzgerald, 1994).

History of the Academic Skills and Career Planning Program

The Setting

Valencia High School (VHS) in Orange County, California is a paradigm of the above-described issues. Established in 1933, VHS is a four-year high school (grades 9 - 12) serving a very diverse population area and is one of four high schools in the Placentia-Yorba Linda Unified School District. There are approximately 1800 students who represent the entire socioeconomic spectrum from working class to upper class. For the past twenty years, the ethnic makeup of VHS has been in transition. In the late 1980's White and Latino students were about equal in number and accounted for 80% of the student population. By the middle of the 1990's, a gradual trend had increased Latino numbers by about 10%, while the number of White students decreased by the same amount. The net effect has been that VHS now serves a largely ethnic minority student body (approximately 65%) and must contend with 28 different languages spoken in the homes. Further complicating matters is the fact that a sizable portion (approximately 40%) of the student body receives some public assistance in the form of AFDC or subsidize school lunches. This would indicate that these students come from families who struggle at the lower rungs of the socioeconomic ladder.

Program History

At the beginning of the 1994 academic year, the decision was made to implement a schoolwide "career exploration" program. Prior to this time there had been no methodical career development initiative at VHS. Additionally, it was determined that student exposure to

technology would be a vital ingredient of this program. Again, there had been no school wide attempt to integrate technology use on the part of students. The primary challenge was how to develop a curricular package that could address these issues with the large numbers of students from working class and disadvantaged homes.

Orange County is a largely white (approximately 72%) suburban county that is marked by affluence and upwardly mobile communities. As a result, few models existed to serve a highly diverse, disadvantage community. Two programs existed that linked career-bound students with community partners to help them develop a portfolio of experiences to jumpstart their careers after high school. These programs, however, were from very affluent districts, in which most families have the resources to support either career-bound or college-bound students in their transitions. Additionally, these programs were supported by well-funded on-campus career centers. Volunteer parent workers with college degrees often staffed these career centers. Finally, these programs did not have the significant numbers of second-language students. While the models they provided were inappropriate for VHS in some ways, both were driven by a model that produced an "experience" portfolio for some of their students. The VHS approach would be to develop an experience portfolio for <u>all</u> students.

In the spring of 1995, two sections of the Academic Skills and Career Planning Class (ASCP) were piloted at VHS. By the fall of 1995, seven sections were offered. In the Fall of 1996, all students in all District high schools were required to complete ASCP prior to graduation. The ASCP experience provides first year high school students with a matrix for making choices throughout their high school career. Because the program is mandatory for all students, it does not become simply tutoring for non-college leaning students. Collaboration with a local university has created a program in which external feedback and action research are sources of enrichment for students and faculty at both institutions.

Action Research As A Tool

Action research has been a mainstay of investigative activities for colleges and universities for the past two decades. Additionally, action research has provided the primary means of collaboration between higher education and teachers in K12 settings for an even longer period (Bickel & Hattrup, 1995). The premise of action research is founded in the belief that "real problems" provide the most fertile ground for examining and understanding both broad and categorical phenomena in education. Priorities for affective action research include the notion that action research is at its best when it is performing to give the teacher information about his or her classroom. Focussed in this way, action research translated directly into more effective pedagogy. Methodologies that are developed by one entity (usually the university) and are directed at another entity (usually the school) will provide one-sided results at best. Finally, action research is a tool that is reflective and recursive (Henderson, Hunt, & Webster, 1995). Research programs that address realistic, human issues can not be performed as "quick, one-shot surveys." They depend on input from various institutional and community stakeholders. Chataway (1997) suggests that the foundation of action research be based in its participatory nature. The partnership between researchers, institutions, and stakeholders assures that the research will remain both practical and flexible.

Given these recommendations from the literature, the ASCP class at Valencia has also become a site for on-going action research. University-focused research in the career development of adolescents support outcome research for the high schools on-going accreditation and curricular improvement.

General Program Description

The ASCP experience is required of all incoming students. The majority of these students are freshman coming from district middle schools. Transfer students from other districts are required to complete ASCP as well. Transfer students from high schools within the district have typically completed the ASCP experience at their other high school. While it is acknowledged that students other than freshman are in the class, the philosophy of the class is built around the assumption that most ASCP students will be freshmen. ASCP is a one-semester course. Freshmen enroll in ASCP in either fall or spring, rotating the class with a required freshman "Health" class.

Program Components

Students enrolled in ASCP are expected to complete seven units during the semester-long class. Each unit lasts between 10 and 15 days, with some units overlapping others during the semester. The units include Study Skills, Exploring Career Possibilities, Tech Lab Modules, Business Skills, A Day on the Job, Confident Speaking, and Making Ends Meet (See Table 1). ASCP is modified somewhat in two "sheltered" classes for second language speakers and for students with an active Individualized Education Plan.

Table 1. ASCP Study Units

Unit #1	Study Skills	Tips on studying, note taking, test taking, etc. for success in high school and beyond.
Unit #2	Exploring Career Possibilities	Assess personal interests and skills (CAPS, COPS, COPES, and VIAS). Research on the school's computers six careers using the results of the above assessments.
Unit #3	Tech Lab Modules	Three times during the semester, students will work at a different station to investigate various career options.
Unit #4	Business Skills	Focus on resumes, cover letters, interviews, thank-you notes, etc.
Unit #5	"A Day on the Job"	Research the career option the student is most interested in and shadow a person working in that area. Prepare a rough draft of the report and then keystroke and edit the final draft.
Unit #6	Confident Speaking	Present to the class what was learned about career of choice.
Unit #7	"Can You Make Ends Meet?"	Helps determine whether or not your career of choice will enable you to live your lifestyle of choice.

Generally speaking, the units can be divided into two categories. These categories would be Exploring (units 2, 3, 5, & 7) and Exercising (units 1, 4, & 6). Following is a discussion of each category and the interventions used in each unit.

Exploring

Super's initial conceptualization of career development suggested that the ages from 15 to 24 are most aptly designated as the "Exploration" stage (Osipow & Fitzgerald, 1995). The individual is seen at the cusp of being able to translate his or her self-concept into general occupational term. The primary task of this stage is to identify as many appropriate fields and levels of work as possible. Criticisms of Super's early work, however, are clear. While middle class males have support and role models to assist in this exploration, women and working class males lack these environmental supports. The purpose of the ASCP "exploring" units is to help all students, but especially disadvantaged students, as they move through the process of exploration.

Unit #2, Exploring Career Possibilities

Early in the semester, all freshman men and women take the CAPS (Career Ability Placement Survey), COPS (Interest Inventory), and the COPES (Career Orientation Placement and Evaluation Survey (measures personal values). The results of the CAPS/COPS/COPES battery is the focus of several weeks of activity researching and "testing" different career fields. Student interest in various fields is researched through the computer lab located in the ASCP classroom. The lab includes various database programs that give brief occupational descriptions, as well as Internet access that allows students to search more broadly for career-based resources. These research results are tied in with both the "Day on the Job" unit and the "Confident Speaking" unit discussed below.

While the COPS system is normed for and directed at junior and senior high students, the ASCP challenge has been for students to think about career in a different way. This philosophy is carried through with the use of the COP system. When students complete their assessment they are asked to write down the "top three" career fields indicated by the inventories. They are also asked to write down three career fields that interest them that are not suggested by the assessment results. The purpose of this directive is dual. First, it continues the precept of career thinking "out of the box." Second, it addresses issues of malingering during the assessment. Students who chose a "less responsible" approach to the COPS instruments will still have the option to research careers that are of genuine interest to them. Both the COPS system's formal results and the student's informal choices become the initial foundation of the student's ASCP portfolio.

Unit #3, Tech Lab Modules

The ASCP classroom is amply supplied with technology-based career experience stations. (See Table 2) Sixteen stations provide students with hands-on mini-experiences in occupations from satellite technician to radio broadcaster. Most stations have been donated by local business and industry partners and are similar to programs and technology that they use to train employees. Some of these stations are as commonplace as personal computers used to expose students to basic productivity software. Other stations are more unusual. For instance, the ASCP classroom boasts a small scale, but fully functional wind tunnel. Students may use the wind tunnel to test the aerodynamics of wing designs or any other "object of curiosity."

The ASCP staff pays particular attention to the choices made by students. Women are encouraged to "test" stations seen as representing traditionally "male jobs," while men are encouraged to test "female jobs." Additionally, students who have had little exposure to

information technology and who do not have a personal computer at home are encouraged to break down resistance to these technologies by using these stations during the class.

Students are required to "test" three stations during the semester. Many students do more than three and sample broadly across all of the domains of the stations. The only requirement to use a station is that the student will write a brief summary of his or her experience on the station for the ASCP portfolio.

Table 2

Station #1, Information Technology Internet software	Station #2, Computer Applications Productivity software
Station # 3, Computer Aided Drafting CAD/CAM software	Station #4, Robotics Robotic "arm" programming
Station #5, Biotechnology Computer simulation	Station #6, Manual drafting Traditional "mechanical" drawing
Station #7, Satellite Communications Computer/mechanical simulation	Station #8, Computer repair Basic component installation
Station #9, Telecommunications Computer/mechanical simulation	Station #10, Environmental Technology Computer/mechanical simulation
Station #11, Aerodynamics Small scale wind tunnel	Station #12, Waste water management Waste treatment simulation
Station #13, Structural technology Stress testing press	Station #14, Solar energy Active & passive solar technology
Station #15, Electricity & Electronics Circuit design simulation	Station #16, Broadcast occupations Television & radio production

Unit #5, A Day on the Job

Students are encouraged through the first half of the semester to refine and narrow their choice of career. This is done through researching the career option in the library and on the Internet. The student is asked to decide what career is most interesting at this time. While encouraging the student to leave doors to other options open, the student is asked to contact a person in that profession and "shadow" him or her for a day. The student then prepares a report on his or her impressions of what it is like to be an active member of their chosen profession. On occasion these shadowing experiences have convinced students that an unexpected career might be right for them. On occasion, students have experiences that lead them to explore other avenues. ASCP instructors validate either outcome and encourage students to continue to pursue such "shadowing" experience after they complete the class. Their paper entitled "My Day on the Job" becomes part of the ASCP portfolio.

Because many of the school's working class students do not know anyone in various professional fields, the ASCP instructors have developed a cadre of professionals and skilled crafts-persons who serve as volunteers. These individuals are drawn from the local community and are often graduates of the high school themselves. Over the first five years of the program, the corps of volunteers has steadily grown, with many mentors referring colleagues to the program.

Unit #7, Can You Make Ends Meet?

In most ways, this short unit is an attempt to ground students in the reality of various occupational choices. Included are exercises that have students explore realistically the monthly cost of housing, food, utilities, transportation, etc. One ASCP instructor refers to this unit as "reality check day." Particular sensitivity and caution are used in delivering this unit, as it can be a source of embarrassment for some students. Notwithstanding these concerns, the unit is considered an essential piece of helping students understand how career choice affects lifestyle.

Exercising

Unit # 1, Study Skills

Understanding that successful transition to career from high school is founded on the successful transition to high school, the ASCP faculty begins each semester with a thorough study skills curriculum. The study skills component includes training in how to take effective notes in class, time management, how to participate in class, and how to physically prepare (proper rest and nutrition) to study. Students are even given a "guided tour" of a textbook to show them how to properly use the table of contents, the index, and chapter summaries or chapter reviews. Throughout the remainder of the semester, students are asked to "exercise" these study skills in the ASCP class as a means of reinforcing the techniques.

Also during this time, students complete two self-assessments of their "learning style." These informal assessments give students a chance to explore whether their strengths are learning intellectually or intuitively, concretely or abstractly, and analytically or creatively. Additionally, students discuss visual, auditory, and kinesthetic modalities of learning. They are given several strategies for each modality along with a number of general mnemonic strategies.

Unit #4, Business Skills

Periodically throughout the semester, students are asked to produce a resume and various business letters to fictional prospective employers. Students complete job applications for a variety of different types of jobs. The applications, provided by local businesses and companies, are then peer reviewed and attempted again. The "best" applications are included as a part of the portfolio. Students who are applying for jobs after school are encouraged to bring in those applications and complete them in the class.

An important part of developing these skills centers on helping students prepare for interviews in the workplace. Initially, students go over sample interview questions and work in small peer groups asking and responding to the sample questions. Discussions in class center on such issues as appropriate attire, the difference between being interviewed by a manager and a human resources person, and proper interview etiquette.

This unit culminates with "Dress for Success Day." On this day, the student must wear "appropriate" business style clothes all day at school. Students are required to obtain the signatures of teachers during all six periods of the day. A mock interview is held during the ASCP class and peers and the instructor evaluate the student. He or she is then given feedback about strengths and limitations during the interview process. This feedback is included in the ASCP portfolio.

Unit # 6, Confident Speaking

Each student is asked to prepare a short written and oral presentation that focuses on what he or she learned about the career of choice. Included in the presentation are a discussion of assessment results, experiences in the technology lab modules, and the Day on the Job experience. For the oral presentation, students are expected to dress appropriately as they did for the "Dress for Success" day. The written presentation serves as the capstone for the ASCP portfolio.

Summary

The ASCP program at Valencia High School is a pivotal program that addresses many concerns in the culmination of the K12 educational enterprise. In particular, ASCP delivers the foundation of readiness of students for making a choice between being career-bound or college-bound students. More appropriately, ASCP delivers job readiness skills to all students, whether or not they intend to pursue work or higher education after high school. In essence, the program leverages advantage by treating all students alike. The program is designed to put traditionally college bound and traditionally career bound students in an environment that has them perform the same tasks with the same goals and expectations. This avoids the early "double-tracking" that occurs as students with resources are identified as college-bound and working class students are deemed headed for work (Oakes, 1992). Further, it keeps the ASCP program from becoming a form of "vocational education" that would be more likely to draw negative parent attention (Vo, 1997).

A second positive of the ASCP program is the degree to which the technology lab modules expose sons and daughters of "low-skilled" occupations to a diverse cluster of "high-skilled" occupations. This means that these students will have training experiences (no matter how brief) only 1.5% to 4% of the workforce receive before age 25 (Lynch, 1993). This reinforces the notion above that high school graduates without adequate preparation to apply for jobs will spend four to five years in the workforce without any advancement.

In addition to being a universal experience for entering freshmen, the ASCP class functions much like an extended orientation. The transition to an 1800+ student setting can be difficult for students whose parents never completed a high school experience. Attempts are made by ASCP to link students to their counselors and explain their role in helping them put together a coherent high school plan. In this way, ASCP functions as an "induction" experience for all freshmen. Additionally, ASCP is one of the few academic classes in which high achieving students are not routinely sifted from students with difficulties in achievement and motivation.

Clearly, the ASCP program "levels the field" for disenfranchised students by given a uniform message about the role of education in shaping one's future. Some difficulties remain. While sheltered classes have been instituted for ESL students, these students are almost uniformly Latino. It is not always possible to provide appropriate support to students who come from families who speak one of the other 26 languages represented at VHS. While this is not an uncommon problem in large suburban high schools, it remains a concern.

The mission and philosophy of ASCP is to help students think differently about their career and educational choices. The fact remains, however, that it is "front-loaded." This means that as students get closer and closer to emancipation from the K12 system, they are farther and

farther from the ASCP. VHS has begun to address this problem with the re-establishment of a free-standing career center and the institution of regular "workshops" in conjunction with the counseling staff and their higher education partner. This would serve to continue the experience across the lifespan of the VHS student.

Finally, as with any program, longevity begets institutionalization. Some aspects of the program that were important and relevant five years ago, have become less meaningful as the demographics at VHS and the surrounding community have changed. The primary role of the partnership with higher education has been to function as an outside consultant and action researcher to address issues from a different, less institutional perspective. This partnership should lead to concrete outcome findings, improvements in curriculum delivery, and an enhanced view of the transition from school-to-work or school-to-college.

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Partnerships: Integrating the Career Center and Academic Units

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Introduction

Much has been written about different liaison models over the past decade. Among the most well know is Colorado State University's College Career Liaison (CCL) program. In light of the many evolving phases of Career Services throughout the years, the CCL stands as one of the newest practices and one of the better designs for career service delivery.

After nearly a decade of implementation, the CCL now has data to support it's effectiveness in providing exceptional programming for the future of Career Centers. This article is the first from CSU about the effectiveness and staff opinions of the CCL.

The CCL has provided much evidence of bridging the student and academic affairs gap, maximizing dollars in the ever dwindling higher education budgets, better job development statistics, and strong collaborative ventures. If you are a student or academic affairs professional, a faculty member, an advocacy or advising office member or a staff member of a career center, this article will assist you in moving toward this proven method of effective career service delivery.

The Liaison Model

The Colorado State University Career Center began organizing along a liaison model structure in 1993. The liaison model is a centralized/decentralized organizational structure that incorporates the specialization and college specific knowledge of a decentralized structure with the economics of scale and team strength of a centralized structure. The centralized Career Center houses the recruiting and employer relations functions (on-campus interviews, job postings, resume referrals and job development), career development counseling (particularly for open option students and non-liaison colleges), technology management and training, and administrative management. These positions are all centrally funded out of the Career Center budget.

In six of the eight colleges at Colorado State University, a Career Center Liaison provides career counseling specifically targeted to students of that college. The liaison positions are funded equally by the Career Center and College, with the liaison having a dual reporting relationship to the Director of the Career Center and an Associate or Assistant Dean of the College.

Initially the job descriptions for all six liaison positions were identical, differing only in specific degree and/or work experience required. However, each liaison has modified his or her

position to meet the needs of the respective college. For example, the Natural Science liaison is involved in K-12 outreach, the Agricultural liaison coordinates most on-campus interviews within the college, the Liberal Arts liaison works closely with the college to provide alumni panels, the Natural Resource liaison coordinates two annual Natural Resource Fairs, the Business Liaison hosts a mock interview day with corporate recruiters as the interviewers, and the Veterinary and Biomedical Sciences liaison manages the college's in-house database for veterinary jobs and externships.

In February of 2000, the CSU Career Center completed a thorough Program Review for the University. The data collected in this process revealed evidence to support the liaison model in five areas.

- **Academic affairs satisfaction**. As part of the review process, the liaisons developed and distributed a standard college satisfaction survey to the deans, department chairs, academic faculty members and staff within their colleges. It included survey questions about liaison services and the centralized Career Center services. Satisfaction proved to be very high among those who were aware of the liaison and had used their services. This positive association carried over to the survey questions directed at services provided by the central Career Center.
- **Student satisfaction.** Until the Program Review there was no standardized method in place to measure student satisfaction of Career Center services, although individual counselors were using various evaluations. For the review, a student satisfaction survey form was added to the Career Center webpage. The results indicated positive satisfaction of the liaison services. Students from non-liaison colleges tended to have a lower level of satisfaction with the services they received.
- **Increased job and internship postings**. A yearly comparison of jobs posted to the Career Center's web-based system showed a significant increase of postings for all colleges for the 10 year period reported. Closer analysis of the yearly comparison clearly reflected significant increases in postings the years following the addition of a liaison in the respective college.
- **Increased numbers of group presentations**. The data collected for the Program Review on presentations and workshops covered a six-year comparison. In 1994, the number of students served in this format was 2,495. For the 1998-99 school year the students served by class or group presentations rose to 13,433. There were many factors that came into play in this increase, but a definite influence was the fact that liaisons increased the number of classroom presentations as relationships with faculty developed.
- **Successful collaborative ventures across colleges**. While preparing reports for the Program Review, it became apparent that many of the more successful special events planned through the Career Center were collaborative ventures that required programming across several colleges. For example, the Colleges of Business, Natural Sciences, Engineering and the Career Center worked together on a corporate sponsored Professional Development Workshop (PDW). The PDW provided minority and women students an informal forum to learn about the corporate culture of sponsoring companies while learning specific job search skills. The liaisons and job development personnel in the Career Center spearheaded this event, working closely with faculty and staff in the various colleges and with the corporate sponsors.

Within Your University Start up Strategy or Action Plan to Begin Implementing a Liaison Model

1. Realizing that there needs to be a "buy in" by all parties involved, a first step must be **to identify all persons who would participate in the implementation of the model.** Suggested persons might include: student affairs and academic affairs, students, faculty, advising staff, deans and assistant deans and career center personnel.
2. Form **focus groups** to determine exactly what students and specific colleges want and Expect from their university career center. One certain outcome is that each college Will emphasize very different career needs. For example, some colleges will have a Much greater interest in job development and others will expect heavy student Programming.
3. **Next comes a commitment to a collaborative venture,** which includes an investment from both units, Student Affairs and Academic Affairs. This phase must include agreement by all parties that a liaison model is the model of choice in comparison to a centralized or decentralized model.
4. **Select a liaison with a relevant background** in the given college, or substantial experience or interest in the disciplines offered in the college. The search committee should reflect representatives from the Career Center and the college.

In reviewing the liaison model, the authors conducted interviews with the current Career Center director and her immediate supervisor in student affairs, all liaisons, counselors and other staff within the career center. With each group or individual, the authors asked for the perceived strengths and weaknesses of this model. They also asked for recommendations on how the model could be improved.

The strengths listed included: stronger academic collaboration; services closer to the student population; the ability to share resources and ideas; the ability to have a larger staff and additional support staff in the colleges, knowing the key players in the colleges for more effective programming.

Weakness included: problems for the liaisons associated with having two supervisors; an increased workload for the liaisons because of demands from the college and the career center; feelings of isolation and lack of inclusion expressed by both career center counselors and liaisons; occasional disjointed programming, especially in the area of job development.

Other challenges career center directors may face include issues of inequality among career liaison staff such as office space, clerical support, computer budgets, etc. A feeling of unfairness or favoritism could develop due to some colleges supporting the CCL more generously than others. Colleges may demand additional work from designated liaisons, while the Career Center expects the liaisons to fulfill their other counseling functions. The CC Director must be vigilant in assisting liaisons to sort out priorities. The CC Director must also monitor what the liaison is being asked to do by the college. It is important that both the career center and the college agree on the yearly goals of the liaison. A redirection in responsibilities should require a discussion by all parties involved. Strong leadership from the career center is essential to the success of this program. It is paramount that a CC Director understands the variety of challenges and the need for constant monitoring, not unlike a business manager who coordinates and oversees numerous regional offices.

During the past seven years there has been a progressive shift in liaison responsibilities. During the early years there was more pure career counseling. As the needs of both the CC and the colleges evolved, a more recent shift has been toward more emphasis on job development. Because of this change, more coordination of job development is necessary, which will require a new administrative position within the Career Center to oversee recruiting and job development functions.

Summary

In summary, the College Career Liaison (CCL) Model at Colorado State University has evolved into a tested model of effective and efficient method of delivering career services. The model has proved be a method to bridge gaps within student and academic affairs, maximize dollars, provide a stronger method of job development and produce strong collaborative ventures among colleges.

The CCL provides the best of both the centralized and decentralized organizational structures of career services. Six of the eight colleges at CSU now have liaison counselors. There is equal funding of these positions between the Career Center and the college. The liaisons have all modified their positions over the last seven years to meet the needs of the respective colleges.

In a recent review process completed in January 2000, five areas were addressed: 1) Academic affairs satisfaction, 2) Student satisfaction, 3) Increased job and internship postings, 4) Increased numbers of group presentations, and 5)Successful collaborative ventures across colleges.

The CCL has developed specific strategy or action steps to help facilitate implementation of a liaison model within your university. Suggested steps include: 1) Identifying all person who would participate in the implementation of the model 2) Form focus groups to explore what students and college faculty desire in their particular unit 3) establish a commitment to a collaborative venture 4) Select a liaison with a relevant background.

Extensive interviewing of Career Center Director, Vice President of Student Affair, current and former liaisons, generalist counselors, and career center staff to discuss and explore the model's strengths and weaknesses as well as other challenges which the director of such a model faces in management issues.

Conclusion

The success of CSU's liaison model is it's ability to stay fluid and attentive to the needs of the current economy, changing academic policies, growth and decline of college populations and increasing demands for the Career Center's dynamic programs. After nearly a decade, we believe that the liaison model fits a large university such as Colorado State University. With the current strong leadership, support from student affairs and the supportive college commitment, the CCL will continue to develop and meet the needs effectively for future students.

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2000

ERIC/CASS
PUBLICATION

Helping Women Shape a Career Path and a Life that Works*

Caitlin P. Williams, Ph.D.

Women already have what it takes to succeed in today's workplace. Most of us accept that as a "given" these days. Open a business publication like *Harvard Business Review*, *Business Week* or *Fast Company* magazine and chances are good that you'll see some savvy businesswoman profiled for her role in moving her organization ahead. Scan a research publication devoted to gender, leadership or organizational psychology, and you're likely to see some study highlighting how women's skills and traits give them an edge in today's global workplace.

But, such reports don't mean women have "arrived" and can simply enjoy the ride from this point forward. New challenges and complexities require women to shift their career advancement strategy if they want to continue to move ahead in healthy, life-affirming ways. Instead of focusing on concerns that were important in the last century's workplace, women need to pay attention to four key challenges in today's workplace. These challenges include: (1) acknowledging and capitalizing on their personal resilience, (2) creating opportunities to demonstrate their skills, (3) shaping a personal life that is alive and nourishing, and (4) continuing to move toward a vision of their best and brightest self. By giving equal attention to these four challenges women can move toward healthy, long-term career and life success.

As career development practitioners, we can help the women we work with to develop a new strategy to meet these challenges by encouraging them to focus on the attitudes and behaviors that lead to success in our new economy.

From extensive research, interviews and focused discussions with groups of women across a wide spectrum, I've developed and refined a model that guides women in practicing these key attitudes and behaviors. The model focuses on today's critical workplace competencies while encouraging a rich and textured personal life. It responds to the four challenges outlined above through four Themes and ten Strengths that help women move forward in positive, healthy ways. Career strategies for women in this brand new century require giving equal attention to personal and professional development. This kind of integration, rather than skillful compartmentalizing, is the hallmark of today's successful women.

The following section highlights the model and gives a definition of each of the four Themes and the ten Strengths**. It also includes some guided questions that career development practitioners may find useful in career focused discussions with their female clients.

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Theme One: Inner Resilience

Core Strengths that enable a woman to see herself as worthy of regard and capable of shaping her life in the way that she desires.

Successful women like and trust themselves. They also know what they want their lives to look like – and these abilities help them manage today's workplace with its constant uncertainty, ever-higher expectations, and seemingly endless possibilities. Skill in Inner Resilience helps women shape their lives, step forward and handle whatever opportunity or challenge their workplace offers them. Theme One includes:

Strength #1: Confidence: Feelings of self-esteem and belief in one's ability to succeed in job and career-related tasks

Yesterday's challenge for women often focused on achieving the self esteem and confidence necessary to get into the line of work they wanted. But today's "confidence challenge" centers more on a woman's ability to believe and trust in herself enough to take on more visible positions and higher risk assignments.

Ask the women you work with: What do you admire and like about yourself? How can you use these positive feelings to help you take on some new career opportunity or challenge?

Strength #2: Self Reliance: Sense of inner direction and trust in oneself

Remember when Control was considered one of the keys to success? The rules of the new workplace have changed that perspective. Today's lightning-fast, de-jobbed, "you're-on-your-own" workplace calls for new skills, and fighting for control is no longer an appropriate response. Helping women learn to rely on themselves and their own resources is what's called for right now.

Ask: *Describe a time you had to rely on yourself to get you through a tough situation. What did you learn about yourself from the experience? How can you apply this learning to your career growth?*

Strength 3: Planfulness and Initiative: Developing an open-ended plan and taking action to move toward a desired future

While it's useful today to know what the hot jobs are and which hot companies are hiring, it's more important to know how to shape a career path that reflects one's passions, goals and unique life circumstances. That's the essence of Planfulness.

But Planfulness is only half the equation. The other half is Initiative – taking one's personal vision, goals, skill set and open-ended plan – to step forward and make that plan a reality. The challenge for women today is choosing when, where and how best to step forward and demonstrate Initiative.

Ask: *Have you taken the time to imagine a vision of what you'd like your career and personal life to look like?*

As your clients consider opportunities to demonstrate Initiative, ask: *Will stepping forward in this particular way move you along the career path you've envisioned for yourself? Is this activity the best use of your energy, time and talent right now?*

Theme 2: Career Enhancement

Career-building Strengths that enable a woman to flourish in her professional life

To thrive in today's workplace, women must: know what's most important in their professions; understand what their organization values are;, be able to see multiple perspectives, and know how to build strong relationships. They need these skills to be able to take full advantage of today's best opportunities. Theme Two includes:

Strength 4: Knowledge, Skills and Learning: Demonstrated expertise and a commitment to professional development

The knowledge economy that's fueling today's workplace demands that workers constantly remain on the cutting edge. Women who want to succeed must demonstrate that they possess the right knowledge and skills, and they must nurture the capacity for lifelong learning.

Ask: *Do you know what it takes to be on the cutting edge in your organization? In your field? How close are you to that edge right now?*

Strength 5: Interpersonal Competence: Ease in relating to others and the ability to nurture and maintain relationships over time

Success in today's workplace rests on relationships; and what used to be called "soft skills" are, in fact, critical to a company's bottom line. Workers must relate to a whole range of people, including teammates, project managers, customers and suppliers who often come from a different geographic location, different cultural group and different generation, as well.

Beyond interpersonal skills, women also need to focus on maintaining and nurturing relationships that will help them continue to grow professionally. Women's challenge today involves choosing strategic networking and mentoring options that work for their busy lives and provide opportunities for ongoing support and advancement.

Ask: *If you already have strength in relationship-building skills, are you capitalizing on these abilities? If you don't, what are you doing to improve your relational skills?*

Are you connected to meaningful networking and mentoring groups? If you are, do you contribute as well as ask for what you need? If you aren't, how can you identify the right kinds of opportunities that fit for your life right now?

Strength 6: Flexibility and Savvy: "Change-able" with a practical understanding of the dynamics of an organization and the ability to effectively present and position oneself and one's work within it

Flexibility is key to handling change, the password of every organization today. And while many women are skilled at being flexible in their personal lives, they don't always know how best to capitalize on these strengths in their professional lives. Savvy, the other half of this strength, focuses on the ability to 'fit' into a job setting, work well within the unspoken norms of an organization's culture and attend to the surrounding political climate.
Women's challenges in this area today are learning to practice Flexibility within limits and getting more knowledgeable about the inner workings of their organization.

Ask: *How much do you know about the way work actually gets done in your organization? How skilled are you at using this information to shape the way you position yourself and your work?*

Theme 3: Quality of Life

Nurturing Strengths that enable a woman to thrive in all aspects of her life

Far too many women still seem caught up in the race to do it all and be it all. But trying to hold on to a Superwoman mentality is an old strategy left over from the last century. We need to communicate to women that career and personal success is a long-term effort, based on shaping a life that works both personally and professionally. Unless a woman gives as much attention to the quality of her life as she does to the quantity of work she completes, she won't have the energy to give her best effort to the key assignments she's worked so hard to get. Theme Three includes:

Strength 7: Balance: The ability to lead one's life with attention to wholeness and harmony

Though research shows that creativity, innovation and stamina all require an ongoing sense of balance, many women still consider it a luxury. We need to encourage women to put balance back at the center of their lives by helping them focus on moving toward a life that really matters to them.

Ask: *Tell me what you most value – what friendships, places, causes and pursuits enrich your life. How can you begin to move closer to a life that's based on what you say you value?*

Strength 8: Coping and Self-Care: The ability to use self-nurturing strategies to maintain health and well-being at work and in one's personal life

Coping and Self-Care is another Strength likely to fall by the wayside. As a first step, we can encourage women to use coping strategies like stress and time management, selective use of technology and attention to nutrition. But we need to go a step further and encourage Self-Care.

Time and effort devoted to nourishing, self-care behaviors results in increased health and more satisfaction in one's life. Self-care is not a luxury, it's a thrival strategy for succeeding across all the dimension of one's life.

Ask: *What strategies are you using on a regular basis to take good care of yourself?*

Theme 4: The Big Picture

Capstone Strengths that enable a woman to position herself for future success

The future is brightest for women who can lead from their strengths and envision a future rich in possibilities. Theme Four includes:

Strength 9: Awareness of Opportunities: Alert to opportunities and able to capitalize on them

Though there's been an explosion in the number of opportunities available to women today, not all women are aware of the full range of their choices. This is particularly true for women who have been in one position a long time and are seeking a new job and for those re-entering the workplace. Shaping a career today must begin with an awareness of the full range of opportunities available.

Ask: *Let's talk about different possibilities you can explore to move forward in your career.*

Strength 10: Creativity and Leadership: The ability to see oneself as a leader with the skills, talent and insight to successfully move oneself and one's organization into the future

This Strength represents the newest area of challenge and opportunity for women. Never before have women had the preparation, the skill set, the experience and the opportunity to make such a difference. And never before has their contribution been so needed. We must support women's full expression of their talents as well as their determination to make a valuable contribution in today's workplace.

Ask: *What leadership opportunities would let you best demonstrate your strengths and passions?*

* * * * *

Working women today are well positioned to capitalize on their skills and talents. But their future success depends to a large extent on their ability to give equal time and attention to wholeness in their lives. Our task, as career development professionals, is to guide and support them in making wise life and career choices and to help them shape a path that reflects and integrates the many dimensions of their lives.

This section contains specific information on how to use and contribute to the world's largest educational database. Both using and contributing to ERIC and ERIC/CASS can greatly benefit counselors, educators, workforce development personnel, and others providing career development services.

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Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

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